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VOLUME 17 • NUMBER 4 • DECEMBER

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Cover illustration by Bill Hogarth

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SCHOLASTIC COACH IS ISSUED MONTHLY TEN TIMES DURING THE ACADEMIC YEAR (SEPTEMBER THROUGH JUNE) BY SCHOLASTIC CORPORATION, M. R. ROBINSON, PRESIDENT, PUBLISHERS OF SCHOLASTIC MAGAZINES FOR HIGH SCHOOL STUDENTS.

ADDRESS ALL EDITORIAL AND ADVERTISING COMMUNICATIONS AND ALL CORRESPONDENCE CONCERNING SUBSCRIPTIONS AND CIRCULATION TO SCHOLASTIC COACH, 220 EAST 42ND STREET, NEW YORK 17, N. Y.

SUBSCRIPTION FOR THE UNITED STATES, \$2 A YEAR. CANADA, \$2.25. FOREIGN, \$2.50. BACK ISSUES: CURRENT VOLUME, 25c; PREVIOUS VOLUMES, 50c.

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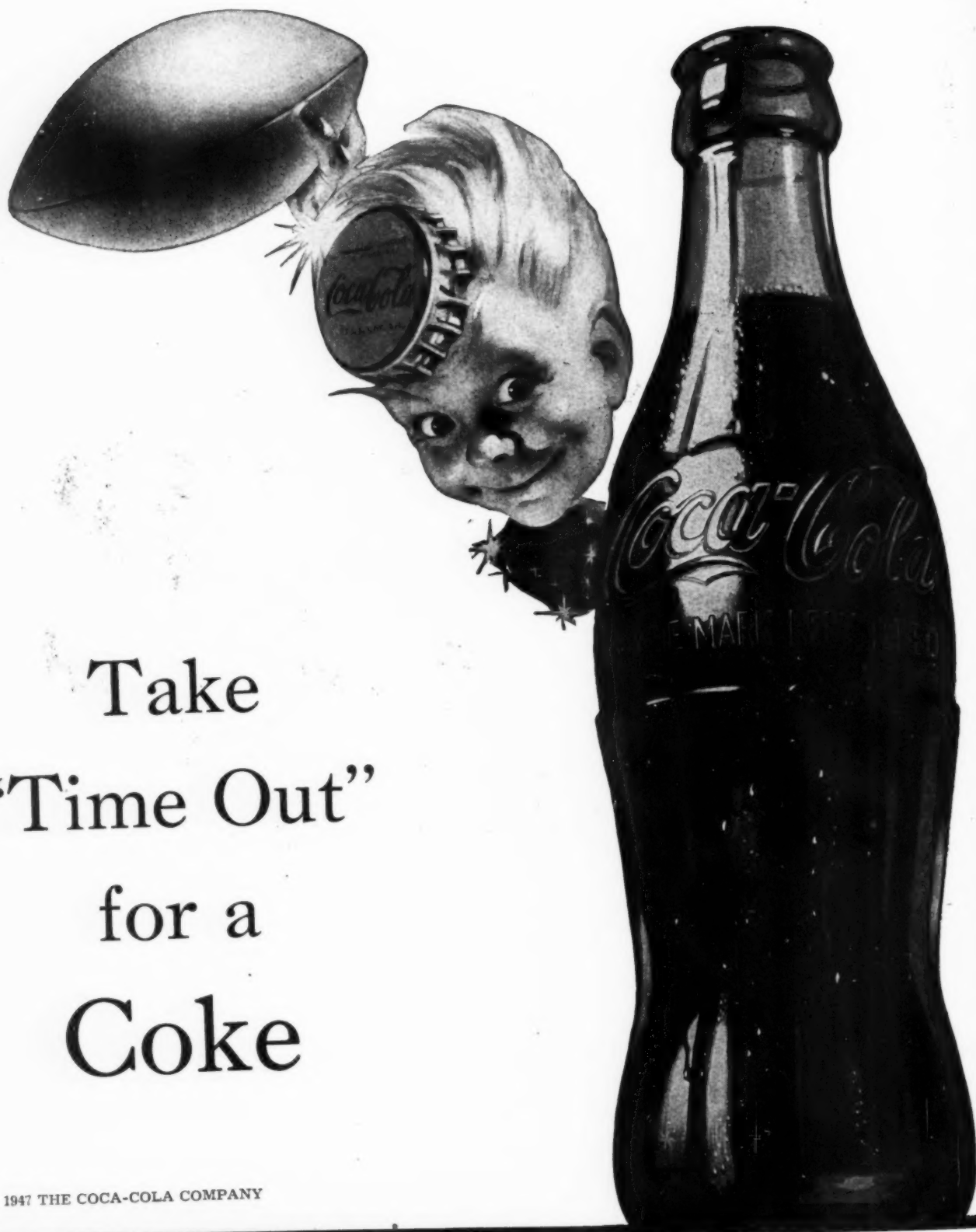
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Anent the free-sub rule

WHEN the august chiropractors who knead, pound and hack the college football rules assemble for their annual exercises this year, they probably will be entreated to work over a new patient in Section 2 of Rule 5—the canon which permits unlimited substitutions.

This dandy little item allows a coach to send in a sub any time the ball is dead, without incurring a time-out.

It was put into the book to speed up play. The rub is—does it actually do so? A lot of critics claim that instead of more plays you merely see more players; and that while this development may be applauded by close friends and relatives, it hardly represents good and sufficient clause for the rule.

The anti-free-sub boys also point out that Rule 5 Sec. 2 is undermining the structure of iron-man teams. They lament the passing of the 60-minute man—the boy who could and would stand up and fight for the full hour.

Every time you look up nowadays, players are running on and off the field. Everybody is a specialist—a defensive halfback, a quick kicker, a deep passer, a fellow who can whistle *Beat Me Daddy* through his nose guard.

These guys are put in and taken out quick like bunnies. As a consequence, you may have a hundred or more substitutions a game. Offered as Exhibit A is the Army-Columbia game of last season.

Army employed 11 regulars and 14 subs and made a total of 108 substitutions. Columbia used 11 regulars and 11 subs and made a total of 90 substitutions. Put 'em all together and what do you have—198 substitutions in an hour of action!

Another rap against the free-sub rule is that it takes the game away from the quarterback. The point is made that while a lot of competent young brutes continue to man this position, they are no longer quarterbacks. Not while the grand old men on the bench can send in a sub to call any and every key play.

Well, what about it? Has the unlimited sub rule proved pure gold or fool's gold?

We're inclined to believe it has been a success. Maybe it's a delusion, but the college football we saw the past season appealed to us more than any we've seen in the past. Sure, players kept shuttling in and out in DeMille-like profusion. But we didn't notice any deceleration in the tempo of the action.

On the contrary, the games appeared to move faster. When a tiger was hurt, out he went. No delay while the coach pondered the advisability of keeping him in because another removal would invalidate a further return.

The argument about using specialists is specious. How can you bemoan a practice that gets more boys into the game and makes for better performance? So what if the regulars don't play 60 minutes of ball? Share the bumps, that's the ticket.

As for taking the game away from the players, that's also bunk. The boys never had it—not since the Heffelfinger days, any way. The grand old men have been running the game from the bench for years. Under the free-sub rule, this dubious piece of skullduggery is no longer necessary, and the game is the better for it.

Be it resolved, then, since the unlimited substitution rule (1) makes for a faster game; (2) encourages the use of more players; (3) assures safer play; (4) enables coaches to get more mileage out of smaller squads; and (5) eliminates a lot of chicanery

—the rule should be kept in the book and the man responsible for it be awarded a free ducat to the Army-Navy game in the section reserved for such deserving characters as congressmen and high brass.

LAST April, as some of you may remember, we adorned this space with a lengthy account of a hegira we made to the mecca of the monstrous muscle—York, Pa.

In the grim little gym of the York

Barbell Club, the miracles achieved by weight training were exhibited to us in the eye-popping shape of a half dozen weight-lifting champions.

Unfortunately the anatomical phenomena thrust at us made a deeper impression on the funny bone than on the cerebellum, with the result that we gave the story a rather facetious treatment.

We'd like to rectify any erroneous impression we may have left with you. Training with weights is not the physical malfeasance a lot of people think it is. It doesn't bind the muscles or constrict the coordination as is commonly supposed, not where the exercises are soundly designed and graduated.

WEIGHT-TRAINED ATHLETES

Some of our greatest athletes train with weights. West Point, for instance, has set up a fully equipped weight training room, and many of the Cadet athletes spend a lot of their spare time in it.

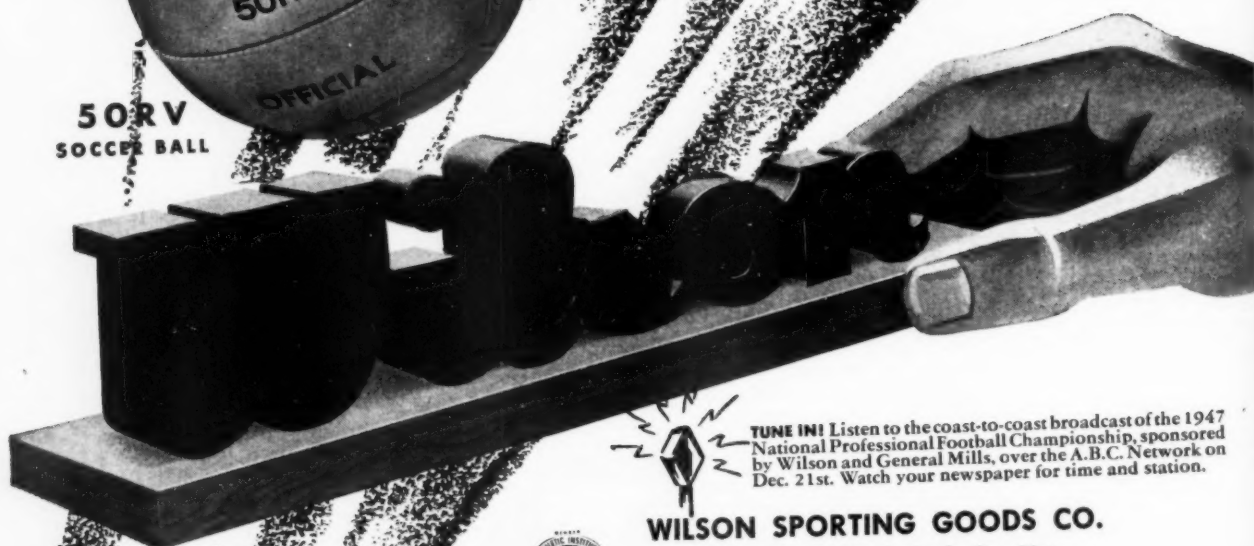
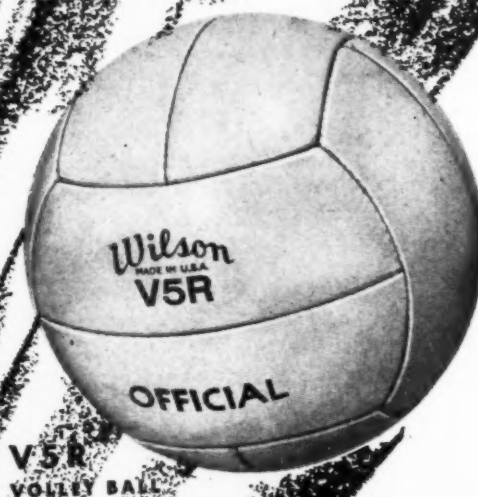
Irv Mondschein, the national decathlon champion, told us that he attributes all his success to weight training. By increasing the strength of his muscles, he says, he also increases their function, with beneficial results to his agility and coordination.

We dare anybody call him muscle-bound after watching him clear 6-7 in the high jump or 23 feet in the broad jump. And Mondschein is a 6-foot 200-pounder.

We mention these things by way of introducing the first article on weight training we have ever published. You'll find it on page 12. The authors are physical education men of impeccable standing, and everything they expound is predicated on sound physiological and anatomical premises.

The exercise program they present has been carefully adapted to the senior high school student. It is graduated in intensity and aims specifically at developing muscular strength, which so many boys badly need.

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IT'S WILSON TODAY IN SPORTS EQUIPMENT

The Fast Break

by MICHAEL ESPOSITO

THE fast break may be used in conjunction with an orthodox man-to-man defense, a zone defense, or a pressing defense. On the college level, it works in best with a man-to-man defense or a 2-3 zone, both of which are effective against set shooting.

Insofar as the high schools are concerned, the 2-1-2 and the 3-2 zones are more practical as springboards for the fast break.

The alignment of the 2-1-2 is shown in **Diag. 1** on the next page.

The guards set up about three feet in front of the basket, so that they can retrieve rebounds easily and set up the break.

The center takes his position immediately in front of the free throw line. His position is the key to the fast break. If he plays it well, the break works. If not, the break fails.

The man selected for the center position must be the fastest on the team, a good dribbler, an excellent passer, and a good shot. In other words, he is the best player on the club. Although height is desirable, it is not all-important.

The forwards station themselves some eight feet in front of the free-throw line, and wait for the offense to come to them.

The break is set up by the guard retrieving a rebound. As soon as he gets the ball, the forwards break for the sidelines and the center drives down the middle lane, thus placing three men on two opposing guards at all times. If the opposing guards break in on attack, there will often be three on one.

The success of the break depends upon the guards who set it up. They must be good retrievers, tall, and rugged. The moment they get the ball, they must release it to definite spots.

The right guard usually releases it to the right forward, or to the center if the forward is covered. The left guard usually releases it to the left forward, or to the center if the forward is covered. (See **Diag. 2.**)

This appears to be a simple set-up, but its execution requires about one-hour-a-day drill.

Forwards find it difficult to get far enough to the sidelines to pre-

vent the opposing guards from intercepting the pass-out.

I believe it best for the forwards to break slowly to the sidelines and then break forward at top speed. This insures the reception of the pass-out, prevents the opposing guard from being too close to intercept it, and prevents the forward from going out of bounds. Once he has found the sideline, he knows he can break forward fast.

An hour-a-day drill may not suf-

fice early in the season if the forwards are slow to learn. As a rule, however, a daily one-half to three-quarters hour drill will be sufficient for the average high school player.

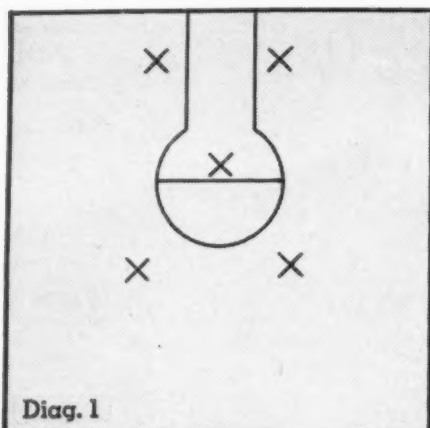
The moment the forward receives the pass from the guard, the break is on. The receiver dribbles as far as he can. After a few steps, the opposing guard will move over to cover him. The forward then passes to the center down the middle lane, and breaks toward the basket for a return pass if he breaks away from his guard.

The center, after receiving the ball, continues his progress toward the basket by dribbling rapidly.

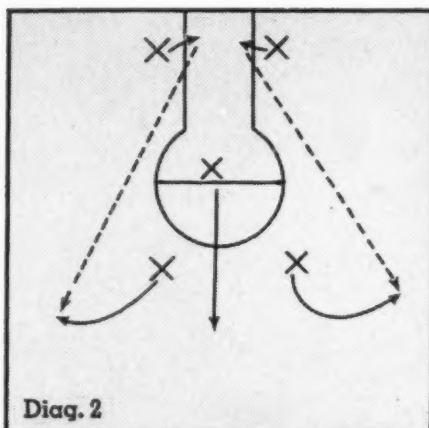
His offensive maneuvers depend upon the guards. It is impossible to teach the center what he should do; he must learn for himself. He must think clearly and rapidly. If the opposing guards continue toward the basket, guarding the onrushing for-



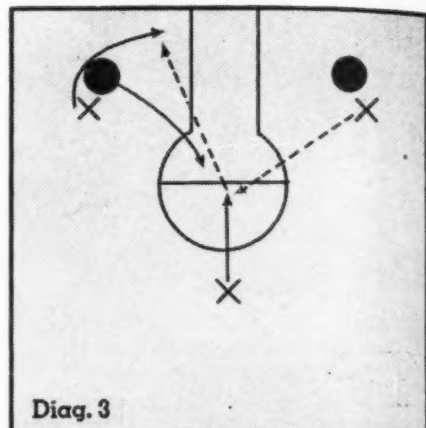
Press Association



Diag. 1



Diag. 2



Diag. 3

wards, the center dribbles in for a lay-up shot.

If the opposing right guard moves over to cover the center, the latter passes to his forward under the basket, using either a bounce pass or a straight one if he can get it off (**Diag. 3**).

If the opposing left guard moves over to cover him, he passes to his right forward. His most difficult assignment comes when the guards retreat in a fashion that permits them to keep their eyes on the forwards and still be ready to cover the center. That is, they remain between the center and the forwards.

In this situation, the center must use his head and shoot, driving in hard for a rebound shot.

It may readily be seen that the success of the 2-1-2 fast break depends upon the center's maneuvers.

As I have said, it is very difficult to teach him what to do. But situations where first the right guard moves over to cover him, then the left, then where both retreat cautiously, may be set up in practice and drilled again and again to prepare him for game situations.

Since the zone is used defensively to set up the break, it is important to force the opponents into errors which produce retrieves or interceptions. The position of the various players on defense, when the ball is being worked in along the sides, is shown in **Diag. 4**.

The 2-1-2 becomes a 3-2 against the sides. The center moves immediately to the side to prevent a set shot. The left guard moves over to the side slightly, arms outstretched, to prevent a bounce pass to the player underneath.

The left forward also moves over to the side, placing himself between the forward and guard, with outstretched arms, to prevent a return pass to the guard. The right forward drops into the slot vacated by the center, bottling up the middle lane. The right guard moves forward into the free-throw area.

From this position, the defense is set for interceptions. If the offense shoots, the zone is set for rebounds. If the side man shoots, the players break as shown in **Diag. 5**.

A good passing team may try to maneuver this defense out of position for telling passes. When this occurs, it is necessary for the forward to move out of his customary position to cover any openings.

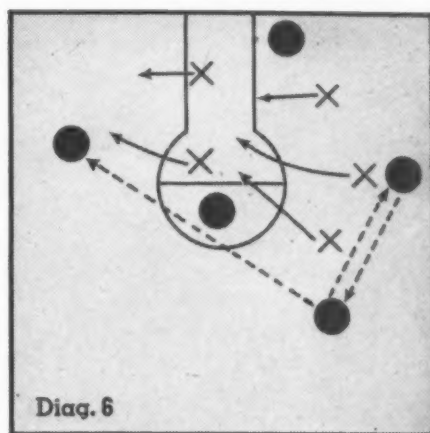
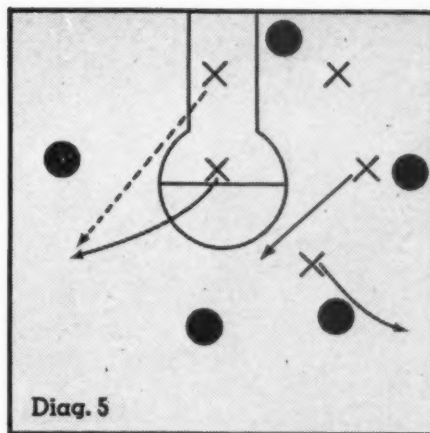
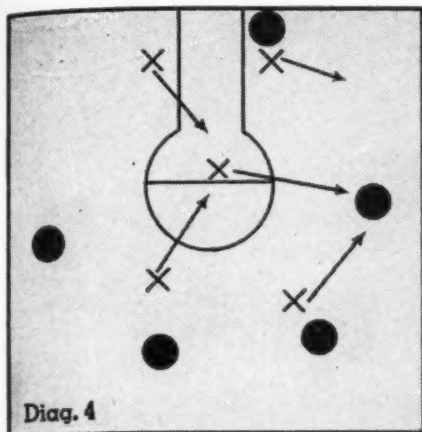
For example, when the offensive guard passes to the side to his forward, who returns the pass to the



DEFENSIVE BUMP

No. 5 starts the play by dribbling across court towards his teammate, who watches 5's man carefully. Seeing that he will drop behind the other guard, the player cuts sharply behind the dribbler and goes down the middle. His man does the expected. In turning he bumps squarely into his teammate. The cardinal defensive rule in such situations is this: When two guards are maneuvered into a vertical alignment, the back man always picks up the first cutter.





guard, who then passes to the other forward before the defensive center can move over to cover him, the forward will be open for a set shot, or for a bounce pass to the man underneath if the defensive right guard moves over to cover him.

To offset this difficulty, the defensive right forward should move over to cover the opponents' left forward (Diagram 6).

The 3-2 zone, used successfully by many high school teams, varies somewhat from the 2-1-2. It is stronger offensively but weaker defensively. It is practical only for teams with two tall, exceptional retrievers. Otherwise it invites disaster, as the opposition will overload the 15-ft. area for set shots which will be followed up until a goal is scored.

The defensive alignment is outlined in Diagram 7.

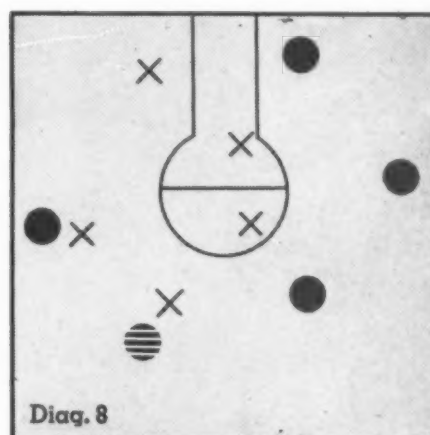
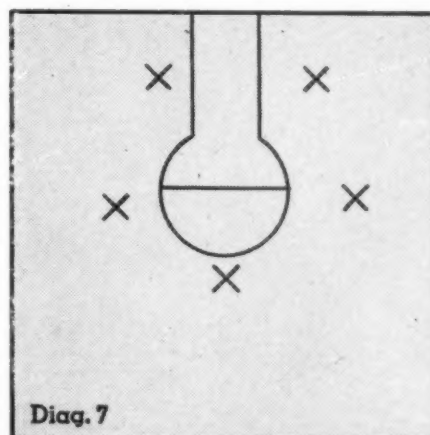
When the left guard has the ball in the offensive area, the players shift as in Diagram 8.

If the ball goes to the right guard, the shift is as shown in Diagram 9.

(For subsequent diagrams, see page 30.)

The sides are always covered, thus preventing set shooting. But the moment the ball goes beyond the front line, the pressure is on the defense. If the offense succeeds in getting the ball to the sides, the relative position of the players will be as in Diagram 10.

When the offense shoots from the



side and misses, the fast break is worked as shown.

Teams using the 3-2 zone often attempt to prevent the offense from getting the ball to the forecourt, since their strength lies in keeping the ball out. They will often use the setup in Diagram 11 in the opponent's backcourt.

Unless the offense knows how to put the ball into play, the zone will intercept a lot of passes. This defense is used successfully by high school teams against inexperienced guards.

COLLEGE FAST BREAK

In college ball the zone defense that ties in best with the fast break is the 2-3. Oregon, coached by Howard Hobson, used this defense effectively

in 1947 to upset N.Y.U.

The alignment is outlined in Diagram 12. When the ball is in the forecourt, the forward nearest the offensive guard covers him and the defense shifts slightly (Diagram 13). When the ball is shot to the forward at the left, the defense changes as shown in Diagram 14.

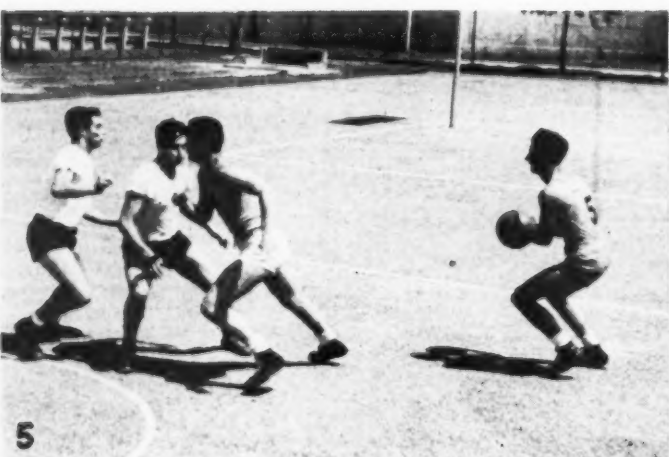
The same relative shifting is effected against attacks to the opposite side.

If the attack shifts to the corner, the defense sets up as delineated in Diagram 15.

The defensive shifts of the 2-3 zone, used for fast breaking, are different from those used purely for defensive purposes. The players must always be in fast break position.

(Continued on page 30)





Flip and GO

No. 5 flips the ball to his teammate and follows his pass (1). The receiver, perceiving that 5's man is dropping behind his (receiver's) guard, pulls a smart give-and-go. He flips the ball over his shoulder (2), fakes sharply to the right (3-4), and cuts down the middle (5), running his man into the other guard (6). His man is delayed long enough to lose a step (7), enabling the cutter to take a scoring pass under the hoop. The play is predicated on one thing—that the first guard will fall behind the second guard. The defensive antidote is a switch.



BASKETBALL

VADAL PETERSON, *Utah*

OFFENSE

UTAH'S coach has definite ideas on offense, and his rare coaching ability has made them click. For one thing he believes a team's attack depends considerably on rebound strength. In recent years, particularly in Utah's surprising conquest of Kentucky in the 1947 National Invitation Tournament, his teams have presented one or more operatives who were expert at tipping the leather into the hoop after a missed shot from out front or directly underneath.

Peterson deplores the practice of retreating immediately after a missed shot. He trains one boy to battle for the ball and a possible tap-in, and to make it as tough as possible for the defense.

"Even when the lad fails to gain possession, he's in position to (a) intercept the pass-out if it's short, (b) harry the passer and make it necessary for him to pass high, allowing a defender to come up the floor and get under the ball, (c) delay the opponents immediately, thus helping his teammates to better set themselves defensively."

Upon gaining possession in the backcourt, Utah works the ball to midcourt at medium speed and then, upon crossing the divisional line, strikes at top speed. This sudden change of pace (Continued on page 39)

EDWARD J. BOYLE, *E.I.A.*

OFFICIATING

WHILE much of Ed Boyle's time was devoted to clarifying the interpretations of the rules, he also discoursed on the place of the official in basketball and his duties.

"With intersectional basketball increasing," he averred, "and so-called 'big-time' basketball skyrocketing, the official is a more important fellow than ever before."

Teams and coaches, as well as fans, are becoming victory-crazed, and this has placed an added burden upon the official. Ten years ago little attention was paid to such simple things as "travelling" violations. Today the official has to be as certain of them as of any personal foul.

Boyle spoke in detail on the requisites of a good official. Officials today must meet greater requirements than ever before. Perhaps the most important is top physical condition. "With the tempo of the game increasing, officials must be younger men who are capable of working the game at top speed."

Officials should undergo pre-season training the same as players to get into good physical condition. They should also have a good physical check to protect themselves. Once in (Continued on page 40)

BEN CARNEVALE, *Navy*

FUNDAMENTALS

REGARDLESS of the type of offense and defense a coach may use, certain basic fundamentals must be adhered to. The degree to which these fundamentals are taught and observed will determine the team's record.

Navy, for example, seldom has any tall players. Yet it has always succeeded in coping with them. The Middies are so fundamentally sound they can immediately exploit the slightest mistake of the enemy.

Carnevale emphasizes two factors in building a team and conducting its campaign: (1) scouting and (2) condition and speed.

"There isn't a free night on my winter schedule," he declares. "I scout opponents as often and as thoroughly as possible. I want my players to know enough about their individual opponents that, meeting them on the court, they can call them by their first names!"

Detailed scouting reports on every opposing player are presented to the Navy personnel who will later meet them face to face. Long before a Middy meets his opponent on the court, he is familiarized with everything the latter can and cannot do. He is drilled on this knowledge and studies pictures so that he may instantly identify his opponent (Continued on page 39)

DOGGIE JULIAN, *Holy Cross*

TOURNEYS

WITH tournaments on the increase, both among high school and college teams, the necessity for properly preparing for tourney competition becomes quite obvious. There's a lot more to it than merely packing up, journeying to the scene, and playing the games.

The period between the season's end and the beginning of tourney play is tremendously important. Many coaches don't know what to do with their players during this period. How much practice should they have? Is it best to play a few practice games? Or is complete rest more helpful?

These are important questions which only the coach can answer. He can best meet the problem by taking careful inventory of his personnel. What is the best physical condition of each player? What, too, is the team's mental condition? "Only after determining these two things can he plan for the interim," says Julian.

"Last winter at Holy Cross, we played a 27-game schedule. At the season's close, I thought the team required a rest. After a week's layoff, with no one going near the gym, the squad went back to work. Just before journeying to (Continued on page 42)

By LAURENCE E. MOREHOUSE

and PHILIP J. RASCH

Weight Training

STRENGTH is a vital prerequisite to agility, endurance and certain skill activities. Many high school boys who report to the physical educator or coach are so undeveloped physically as to preclude any real chance for success in skill activities.

A training program of weights, employed in exercises graded in intensity, offers an excellent means of improving strength and of building up underweight pupils.

It might be well to differentiate between "weight training" and "weight lifting."

Weight training is a system of exercise in which muscular development is gained by employing weights to increase the resistance to the muscle contractions. For convenience, these weights are usually in the form of barbells, dumbbells, kettle bells, shoes, or block weights.

Weight lifting is a competitive sport in which weights are lifted according to strict rules, with the lifters divided into various classes according to body weight.

There are numerous lifts in which records are officially recognized by the A. A. U. However, national, international and Olympic individual and team championships are settled on the basis of the total score made in the Two Hands Military Press, Two Hands Snatch, and Two Hands Clean and Jerk.

The official rules are those of the Federation Internationale Haltérophile. A competitive lifter trains principally on the lifts, not on body building exercises.

LIGHT WEIGHTS UTILIZED

In the exercises that follow, no attempt is made to teach weight lifting. The weights used are light and bring the longer levers of the body into play. The danger of injury to the muscles is thereby lessened and one can easily progress from very mild to strenuous exertion.

If a gain in body weight is desired (in addition to muscular development), attention should be given to increasing the food intake and the periods of rest. The food intake is best increased by eating one or two meals in addition to the regular

three daily meals. One of these extra meals may be taken before bed time and the other at mid-afternoon. All meals should contain high calorie foods.

Every opportunity for relaxation during the day should be seized and unnecessary expenditures of energy should be avoided. Hours of sleep should be regulated. The high school boy who must gain weight should have at least nine hours sleep each night in a quiet, dark room. If convenient, a nap after lunch is recommended.

The following principles should be observed in planning a weight training program:

1. Work out three times a week.
2. Undertrain rather than overtrain.
3. Start with the weight recommended for each exercise.

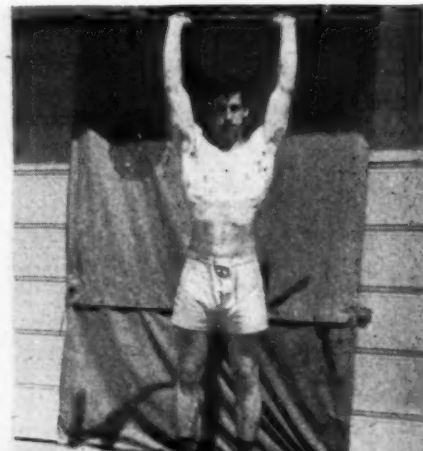
4. Do each arm exercise six times the first week, seven the second, eight the third, and so on up to and including twelve times. Then add a total of five pounds to the weight being used and start over. Do the leg and trunk exercises 10 times the first week, working up to 20 repetitions. Then add 10 pounds and start over. Do not forget to include the weight of the bar when loading a barbell to a desired poundage.

5. Work slowly. Rest a few minutes between each exercise.

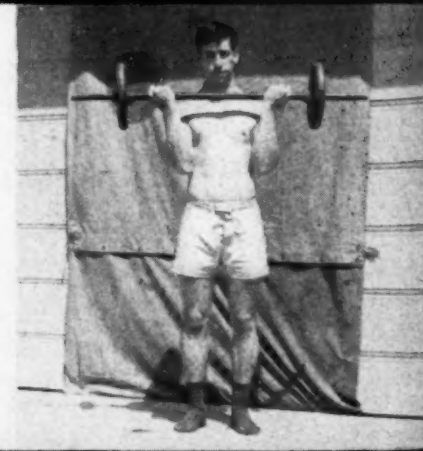
6. Keep warm. Wear sweat clothes if the weather is cool.

7. Concentrate on the particular movement which is being performed.

8. Remember, this is a *weight training*, not a *weight lifting* program; do not try to see how much can be lifted.



TWO HANDS PRESS



TWO HANDS CURL

The weight training exercises are presented in three sections for purposes of progression.

Section One is a light program for beginners who are in weak muscular condition. Section Two is a heavier program designed for those with some weight training experience who are in fair condition. Section Three contains heavy exercises and represents the final phase of the program of muscular development. It is designed for those in good condition who desire to develop considerable muscular strength in order to engage in strenuous activity.

ACCENT ON LARGER MUSCLES

In the exercises that follow, only the larger muscles affected are mentioned. For example, in such a movement as the press, although nearly every muscle in the body is involved in maintaining the correct posture, it is neither practical nor useful to attempt to make a complete list and only the muscles most apparent and most directly concerned have been listed.

Section One embraces the following exercises: Two Hands Press, Two Hands Curl, Push Back, Two Hands Reverse Curl, Supine Press, Rowing Motion to Chest, Straight-Legged Dead Lift, Straight-Arm Pullover, Rise on Toes, Leg Swing, Leg Curl, Straddle Lift, Press Off Back of Neck.

Sit ups and Leg Raises may be added if desired. They are not recommended for men trying to gain weight.

Two Hands Press: To develop triceps, trapezius and deltoids.

Procedure: Hold barbell at shoulders. Press to arms' length and return to shoulders. Repeat.

Remarks: Keep eyes straight ahead; do not look up at bar. Do not let back bend backward; this converts exercise into Two Hands Push which is a different movement. Feet may be placed any comfortable distance apart.

Recommended Weight: Start with one-quarter of the body weight.

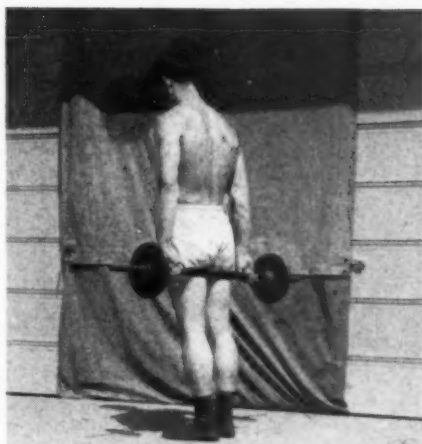
Two Hands Curl: To develop the biceps.

Procedure: Stand erect with barbell resting against thighs at arms' length, palms turned out. Slowly curl weight to shoulders. Lower to starting position and repeat.

Remarks: Elbows must not swing back and body must not sway backward to assist in lift.

Recommended Weight: Start with one-quarter of body weight less ten pounds.

Push Back: To develop triceps and deltoids.



PUSH BACK



ROWING MOTION TO CHEST

Procedure: Hold barbell at arms' length, resting against back. Lift up and back as far as possible.

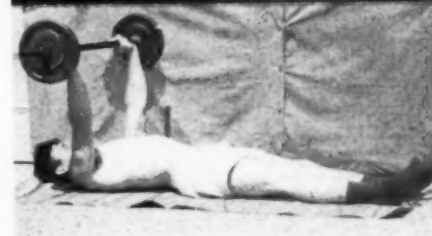
Remarks: After completing half the planned number of motions, set weight down and reverse direction of palms. Then pick weight up and complete exercise. A slight lean forward is permissible.

Recommended Weight: Ten pounds are sufficient for a start.

Two Hands Reverse Curl: To develop muscles of forearm and upper arm.



SUPINE PRESS



Procedure: Stand erect with barbell resting on thighs at arms' length, palms in. Slowly curl weight up until it touches chest. Then lower slowly and repeat.

Remarks: Do not permit elbows to move backward.

Recommended Weight: Start with ten pounds less than used in Two Hands Curl.

Supine Press: To develop triceps, deltoids, pectorals, and serratus.

Procedure: Lie on back with barbell at chest. Press to arms' length, lower to original position and repeat.

Recommended Weight: One quarter of own weight plus ten pounds.

Rowing Motion to Chest: To develop deltoids, latissimus, teres, and rhomboideus.

Procedure: Bend over so that back is parallel to floor and barbell hangs at arms' length. Pull barbell up so that it touches chest, and arms are extended at right angles to body. Lower and repeat.

Remarks: Do not permit back to move upward while lifting weight.

Recommended Weight: Start with one-quarter of body weight.

Straight-Legged Dead Lift: To develop muscles of back and of back of legs.

(Concluded on next page)

Procedure: Start with barbell on floor, close to shins. Bend over, with legs straight, and grasp weight. Straighten to erect position and pull shoulders well back. Lower bar nearly to floor and repeat.

Remarks: When continuing this exercise, do not lower weight to floor; bend over just far enough so that weight comes to about two inches above floor. This lessens danger of injury to back. This exercise should not be done until you are well warmed up. Follow with two arm pullover. In handling heavy weights, have one palm turned out and one turned in, since weight is less likely to roll out of hands when held with this grasp. Never exceed 150 lbs. in this exercise.

Recommended Weight: Start with one-half body weight.

Straight-Arm Pullover: To develop rib cage, especially lower part. Aids in development of deltoids, pectorals, serratus, and latissimus.

Procedure: Lie on back on floor. Grasp bar with both hands, arms extended so that bar rests on thighs. Raise bar and swing arms backwards until weight rests on floor overhead. Return to starting position, keeping arms straight throughout exercise. Inhale as bar is lifted from thighs to floor and exhale as it is returned from floor to thighs.

Remarks: Remember this is an exercise, not a lift. Strongest men in country seldom use over 40 or 50 lbs. Average man will probably never need to use more than 20 lbs. Trying to use too much weight will not only impair proper form in exercise, but may result in strained deltoids and elbow ligaments.

Recommended Weight: The beginner should start with bar alone.

Rise on Toes: To develop calves.

Procedure: Stand erect with barbell across shoulders and behind

neck. Rise on toes, lower heels to floor and repeat.

Remarks: This exercise may be varied by walking around room on toes. Benefit derived by feet and arches will be increased if toes are turned in.

Recommended Weight: Beginner should start with about one-quarter of body weight.

Leg Swing: To develop extensors of leg.

Procedure: Attach an iron boot to one foot. Raise leg as high and as forward as possible, keeping knee straight. Lower slowly to floor and repeat.

Remarks: Exercise may be varied by swinging leg to left and right as far as possible. A post or some other firm object should be grasped with one hand to minimize possibility of losing balance.

Recommended Weight: Weight of boot alone will be sufficient for the beginner.

Leg Curl: To develop muscles on backs of thighs.

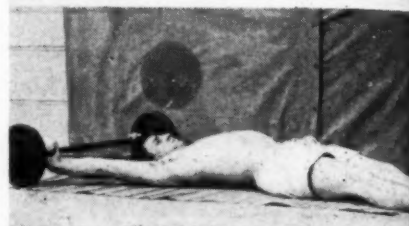
Procedure: Attach an iron boot to one foot. Raise heel to buttocks. Lower and repeat.

Remarks: A post or some other firm object should be grasped with one hand to minimize possibility of losing balance. Do not permit knee to move forward when making curl. For most beneficial results to calf, foot should be kept extended during exercise.

Recommended Weight: Beginner should start with shoe alone.

Straddle Lift: To develop muscles on front of thighs.

Procedure: Straddle a barbell, gripping it with one hand in front of body and one hand behind, knees bent and body erect. Straighten legs and rise to an erect position. Lower weight to floor by bending legs and repeat.



PULLOVER

Remarks: Keep body erect all through exercise. Do not bend at waist and do not attempt to lift by swaying torso or employing arm strength. Follow with Straight Arm Pullover.

Recommended Weight: Start with one-half of body weight.

Press from Behind Neck: To develop triceps and deltoids.

Procedure: Place barbell on shoulders, behind neck. Press to arms' length, lower and repeat.

Remarks: Keep back straight; do not lean forward or backward in making press.

Recommended Weight: Start with ten pounds less than you are using in Two Hands Press.

This concludes the first section of our exercise program for senior high school boys who need muscular development. We feel the exercises expounded herein offer a rapid means of ameliorating muscular weakness.

In sections 2 and 3 (in the next installment), we will progress to heavier exercises designed for boys with some experience in weight training who desire to develop considerable muscular strength.

This is the first of two articles on weight training for high school boys, by Laurence E. Morehouse, associate professor of physical education at the University of Southern California, and Philip J. Rasch, V.A. Rehabilitation Specialist in the Birmingham Hospital. The model in the pictures is Frank Nobbe, a Southern California varsity gymnast. In their next article, the authors will present Sections 2 and 3 of their exercise program.

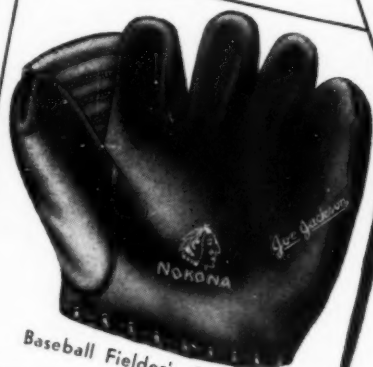


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MASKS • LEG GUARDS • BODY PROTECTORS



By Arthur Lustig

Make it OFFICIAL

ANYBODY who has ever watched a basketball game in the company of several officials can probably give you an interesting critique on the lack of uniformity in the interpretations of the rules.

A half dozen officials may see the same play from the same position—and give you as many as four different interpretations of it.

Why do officials and coaches have such divergent impressions of the same rules? I believe the reason for this lies in the fact that the code does not go far enough in establishing a basis for determining onus in specific types of infractions, especially those involving body contact.

The following suggestions are offered in an attempt to establish a philosophy of officiating. They may be helpful in developing a more uniform interpretation of the rules insofar as individual judgment is concerned.

The suggestions are predicated on sound premises and should prove helpful in facilitating the job of the official.

When play is in progress, the conditions preceding a call should be the guiding factor in arriving at the proper decision. The relative positions of the defensive and offensive players should help in determining the root of the foul or violation.

We ought to be able to say that if "A" was in better position, the burden of avoiding contact was upon "B." If it is apparent that "B" did nothing to avoid contact, then he was the fouler.

By placing a greater burden on

the player in the less favorable position, it becomes easier to make the call since it is easier to see whether he has done anything positive to avoid committing the infraction.

Now let us take a number of common play situations and from the relative positions of the players, the ball, and the basket, see how this theory may be put into practice.

CHARGING OR BLOCKING

It is easy to determine a foul on a dribbler when contact occurs while the guard is between the dribbler and the basket. The rules say in effect that "B," the defensive man, has better position and that the burden of avoiding contact is on "A." Only a marked change in the relative positions of the players can shift the responsibility to "B."

Why not extend the meaning of the rules to stipulate that if "B" is not between "A" and the basket but to the right or left, or in a diagonal position, or behind "A," the burden of avoiding contact is upon "B," so long as "A" appears to be moving in the direction of the basket?

"B," by placing himself in a weak defensive position, assumes the burden of avoiding contact. Now only a positive act by "A" can shift the burden from "B."

We all have seen dribblers head for the sideline only to have the defensive player step toward the sideline and head him off.

Here "B," starting from a posi-

tion between "A" and the basket, has the more favorable position. But if "A" now makes a move away from the basket and "B" moves from his favorable position to one less favorable, "B" loses his advantage and the burden of avoiding contact is on "B" because he has given up the advantage afforded by the rules.

This is in keeping with one of the principles of defensive basketball, i.e., keeping between your man and the basket.

RIGHTS OF THE SHOOTER

Where a shooter jumps into the air and his momentum carries him into a defensive player, the burden of avoiding contact should be on "A," if "B" was between "A" and the basket before the shot.

The distance which "A" and "B" move forward on the shot should aid in determining the fouler. If "B" holds his ground, it is obvious that "A" fouls, because our guiding rule placed the burden of avoiding contact on "A." If it is apparent that "B" did nothing, "A" must be charged with causing contact.

If, on these plays, "B" has approached "A" from the side or rear, the greater burden rests on "B."

PIVOT OR BUCKET PLAYS

The rules do not clearly define the relative rights of both "A" and "B" on bucket plays, particularly where "A" has the ball.

The rules say that the defensive player must allow the man on the pivot freedom of movement. Yet if "A" turns and contact occurs, we usually blame "A" for the foul. This is recognized as being unfair, with the result that the foul is rarely called on "A" unless he obviously charges "B." Thus we have the old wrestling act in the bucket position.

Why not give "A" the same break here that we give "B" on screen plays? Why not say "B" must give "A" three feet of daylight when he lines up in back of him in the pivot position?

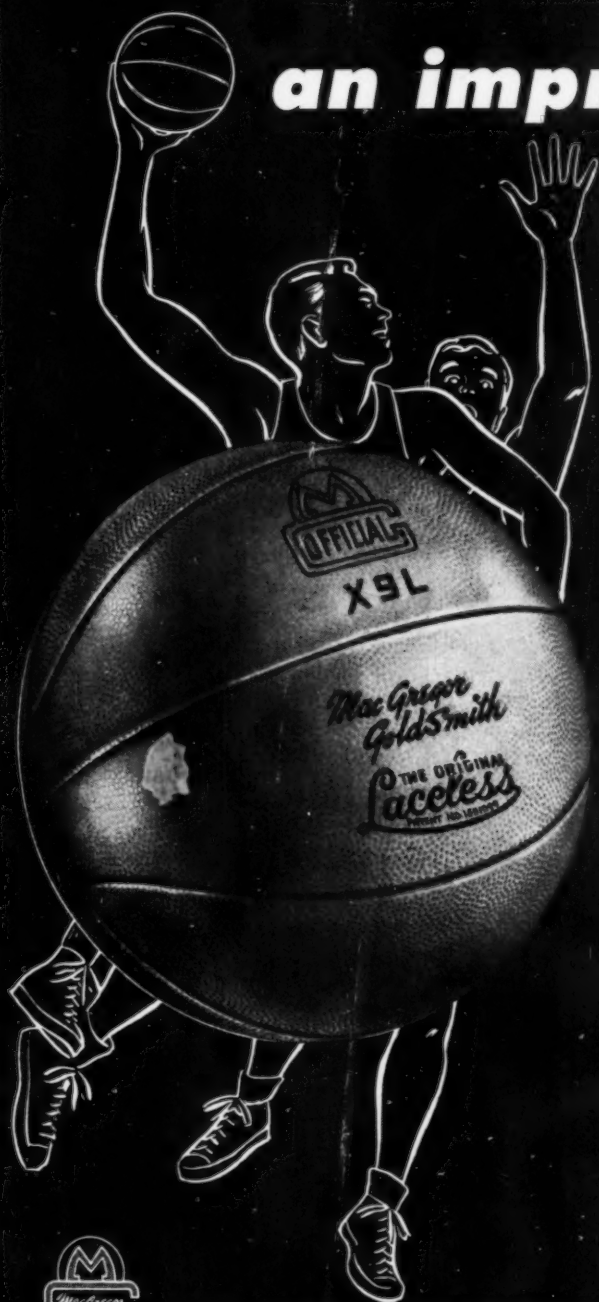
This would give "A" enough room to turn around. If "B" holds his ground, the burden of avoiding contact will still rest on "A" because "B" is between "A" and the basket.

SCREEN PLAYS

While the rules are clear on the obligation of the offensive player on stationary screen plays (three feet), how about moving screens?

Most officials believe that since it is "A's" purpose to pick off "B,"

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S-28

the greater responsibility for avoiding contact rests on "A." When carried too far, this interpretation handicaps the offensive team, curtailing team play.

It would be the fair thing to say that when players of "A" are moving laterally, i.e., towards the sideline or even diagonally, "B's" responsibility should be greater because his normal position should be between "A" and the basket. Only where "A" makes a positive move towards "B" should he be charged with a foul.

However, where "A" moves behind an opponent, the greater responsibility should rest with "A" since the defensive player, playing his own man, is not in position to defend against "A."

The three-foot rule is hard to apply because of the moving screen, and in all fairness to "B" the greater responsibility to avoid contact should rest with "A." Unless "B" makes a positive move to cause contact, the foul should now be charged to "A."

Most big-time officials call it this way, but there are some who charge "A" for all contact fouls on screens.

DEFENSIVE PLAY

"A" has ball in midcourt facing his basket. "B" plays him so close that "A" can only move towards the sideline or backward. Shouldn't "B" be compelled to give "A" enough room to enable "A" to make a diagonal move without being called for charging? "B" often is permitted to "climb" right on "A" and to get away with it as long as he doesn't use his hands on "A."

Shouldn't the rules protect "A" at least to the extent that as long as he is making a normal movement, i.e., pivot, either forward or backward, the greater responsibility for avoiding contact should rest with "B"?

If we want to prevent basketball from becoming a wrestling match, we ought to give the man with the ball the right to normal body movements without having a defensive player crowding him.

The above rule should also serve as a guide where "A" has the ball with his back to the basket. "B" should be compelled to give "A" three feet, thus allowing "A" normal body movements.

LOOSE BALL

Here, again, the relative positions of the players should determine whether a foul has been committed and by whom.

Suppose "A" is between "B" and

the ball. Both men go for the ball and since "A" is in front, "B" climbs right over him. "B" obviously has fouled. Then why not call the same foul when "A" dives for a ball on the ground and "B" dives on top of him in an effort to get at the ball?

This situation leads to many injuries, yet few officials call the foul, claiming it is a free ball. The fact that it is a free ball should not give "B" the right to commit mayhem.

Where "A" obviously has gained possession of a free ball or is in better position to get the ball, the responsibility for avoiding contact should be on "B."

If "A" is in front, "B" should be expected to get the ball by going around, not through, "A."

NOISY CROWD

Wherever the crowd is noisy, the home team representatives—coach, faculty adviser, etc., should address it in an effort to maintain order when either team is shooting a foul.

Crowds are particularly unsportsmanlike in free-throw situations.

This burden should not be thrown on the officials. It should be done promptly and not after the officials or players have held up the game. If the crowd persists, it might be better to clear the gym of spectators and play the game without them.

HEIGHT OF TOSS UP

While it is impossible to gauge the jumping ability of all players, a more uniform method of tossing the ball could be employed. Instead of saying throw it higher than either can jump, why not attempt to toss it 12 inches higher than either can jump?

Players would then stop trying to outguess the official. All officials would be tossing the ball about the same height, instead of making some throws halfway up to the rafters and the others just barely beyond the reach of the jumpers.

CARRYING BALL INTO COURT

While the rules stipulate that carrying the ball into the court from out of bounds is a violation, most officials either overlook this practice or give the team a warning first. Why should any warning be necessary? The rules are clear and the first time either team violates the rules, the infraction should be called.

(Concluded on page 24)



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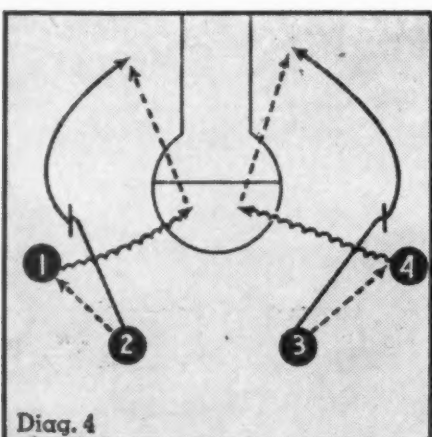
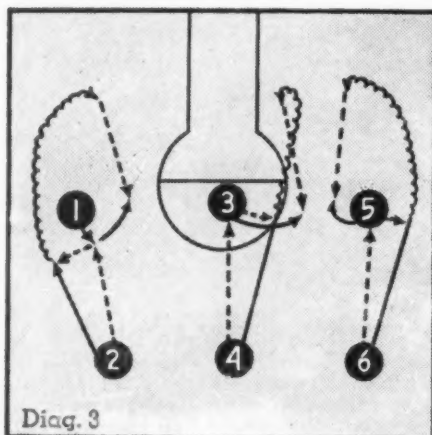
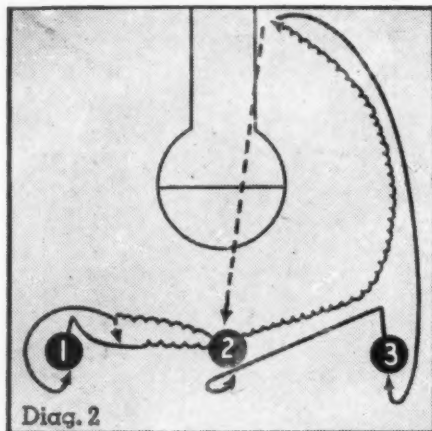
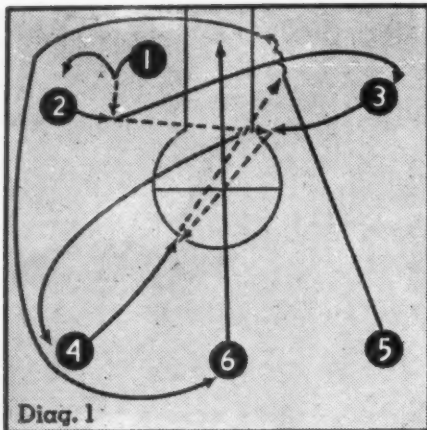


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Practice Drills

by ROSS J. SHAW



THE accompanying drills have been used by the author at Morrill (Neb.) High School for the past eight years, and are recommended to beginning coaches as a good practice device against the man-to-man defense.

Drill 1: No. 1 passes to 2, who meets the ball and relays it to 3 coming out of the corner. The latter whips to 4 and 4 passes to 5, who takes a crip shot.

No. 6 follows up the shot and re-sets the drill by passing out to 1 who had replaced 2. No. 2 replaces 3, 3 replaces 4, 4 replaces 5, and 5 circles back to the 6 line.

Drill 2: No. 2 dribbles and passes to No. 1, who dribbles across court. He turns toward 3 as if to pass to him, but keeps the ball and continues to the basket for a crip shot.

No. 2 goes to the 1 line and 3 to the 2 line. The shooter (1) follows up his shot and passes back to the 2 line, after which he goes to the 3 line.

Drill 3 is a shooting game in which the team scoring 21 points first, wins. No. 2 passes to 1 and follows his pass. He takes a return flip from 1 and dribbles toward the basket. He fakes a shot and hooks back out to 1, who shoots.

Both men follow up the shot. A long shot counts two points and a short shot (follow up) one point.

Drill 4 (crip-shot drill): The shooters (2 and 3) follow up their shots and pass back to the rear line. They then join the inside lines (1 and 4).

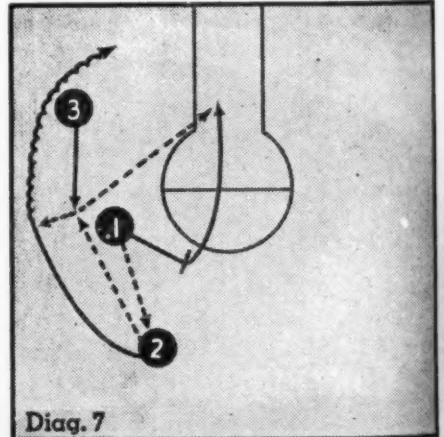
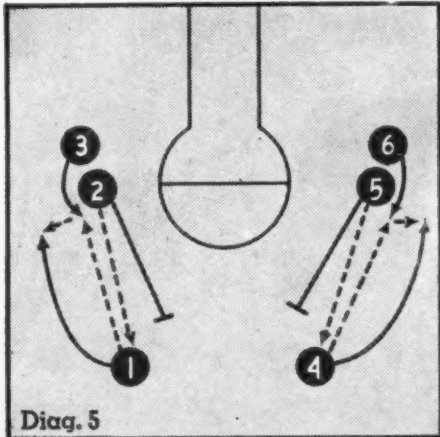
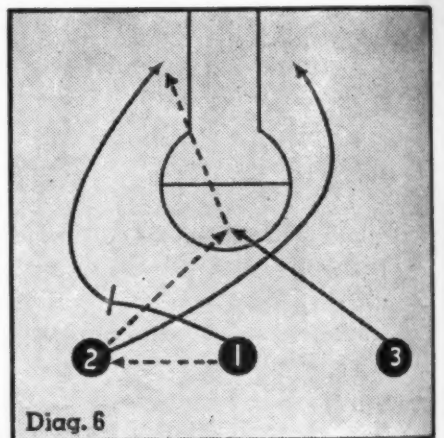
Drill 5: No. 2 whips to 1, follows his pass, and screens for the re-

ceiver. The latter fires the ball to 3 and follows up for a return pass. He then sets and shoots over the screen. The drill is concluded with 1 following his shot and passing out to 3.

Drill 6 is a crip-shot drill with three men out. No. 1 passes to 2 and screens for him. No. 2 passes to 3 and breaks around the receiver. Meanwhile 1 rolls off his screen and goes down the outside for a pass and crip shot.

No. 1 follows his own shot, passes out to the middle line (1), and goes to the outside line (3). No. 2 goes to the 1 line and 3 drops into the 2 line.

Drill 7: The ball is whipped from 1 to 2 to 3. No. 1 follows his pass and screens for 2, who breaks down the outside. No. 3 may pass to 1, or to 2, who rolls off his screen and cuts down the middle.



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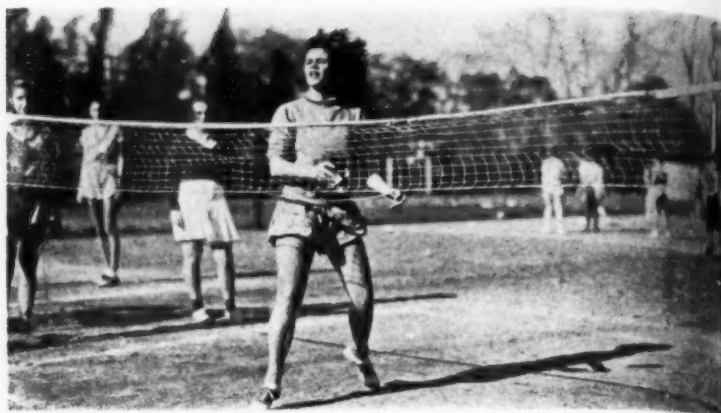


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Noon-Hour Rec Program



By LOUIS E. MEANS

THE author has, in the past, conducted a noon-hour program in South Bend, Ind., and Green Bay, Wis., with complete control and supervision vested in the physical education department.

After watching the hundreds of boys of European extraction play crude games of handball en route to and from school on every available wall, sidewalk, and fence, it became reasonable to assume handball and dozens of other sports could well be organized for all students in the school at noon.

Tournaments and leagues were set up, five days per week, in the following activities:

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Basketball	Golf Driving
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Dart Baseball	Shuffleboard
Dart Bowling	

The organization of specific noon tourneys and leagues in many of these events did not eliminate the after-school program of intramurals, but greatly implemented and enlarged it.

Individual students were not able to compete more than twice a week, but were on hand to see their rivals in action on other days. Members of the staff had their lunch time arranged either before or after the activity period on schedule. Rotating faculty supervision guaranteed the equalization of noon responsibility.

Special games featuring mixed groups of boys and girls, highlighted the program. Social and recreational values were stressed with less emphasis on the purely physical.

Janesville High School, Wis., has long been a leader in organized noon recreation under the direction of Pat Dawson. Star features of their program, in addition to the usual

Louis E. Means, director of student physical welfare at the U. of Nebraska, is a figure of considerable prominence in the world of recreation. His latest book, *Physical Education Activities, Sports and Games*, was reviewed in *Scholastic Coach* the past September. This is the second of two articles on the components of a noon-hour recreation program.

activities, are dances and movies.

Ken Willits, at Beatrice High School, Neb., has recently inaugurated a program that bears great promise. Thus far the boys and girls have had separate programs, with the girls being provided with table tennis and radio rooms in addition to a special lounge and place of relaxation. The boys have a more active list of events, such as basketball, volleyball, baseball, horseshoes, soccer, badminton, and handball. Plans for the future include co-recreational activities.

Roosevelt High School at Cedar Rapids, Iowa, operates four sports simultaneously at noon. Most popular events are shuffleboard, table tennis, deck tennis, volleyball, and Indian Club bowling.

The Theodore Ahrens Trade High School in Louisville, Ky., has been a leader in co-recreational planning.⁴ Activities are taught the girls in regular classes. Boys receive instruction just prior to the noon period. Every Monday through Thursday, six tourneys are conducted in aerial tennis, basket end ball, paddle tennis, floor bowling, tenikoit, and volleyball.

Every Friday there is mixed social dancing. When special classes in social dancing for boys were organized at their own request, participation increased markedly in the program.

A brief luncheon period comes first, followed by the play period. Over 500 out of 800 students actively participated the first year of

this program. Girls learned lessons of sticking to the end; boys learned the courtesies in the games. All acquired skills and play interests for later life, and learned there is fun in playing together happily.

Monessen (Pa.) High School uses the noon hour period almost exclusively for social dancing, thus eliminating the use of facilities at other times for dances, which permits more after-school and evening athletics.

The high school at Connellsville, Pa., conducts basketball leagues at noon four days a week, leaving every Friday for social dancing.

Some schools utilize the noon period for special basketball games, where varsity players are barred, but where the student body is invited to watch non-varsity teams play city and local outside groups. Occasional features might include faculty or alumni groups.

In conclusion, it should be emphasized that while noon-hour athletics is not a new idea, most schools throughout the nation are still not exploiting the period to its fullest capacity. It doesn't take a large school to offer a well-planned program. The idea is even more workable in the smaller unit.

Better organized programs utilize a maximum of student leadership with a minimum of faculty supervision, using rotating schedules of responsibility. Reports everywhere indicate the program can be a powerful influence in school morale and discipline, affording the student body an opportunity for participation in a wide range of activities to meet individual interests.

There is no question about its success in substituting worthwhile uses of the luncheon period. For the busy athletic and physical director, always occupied with varsity teams after school, the noon hour offers his greatest opportunity for service to the rest of the student body. The discriminating administrator can-

⁴ Dudley Ashton, "Noon-Hour Coeducational Recreation," *Journal of Health and Physical Education*, Vol. X, September, 1939, No. 7.

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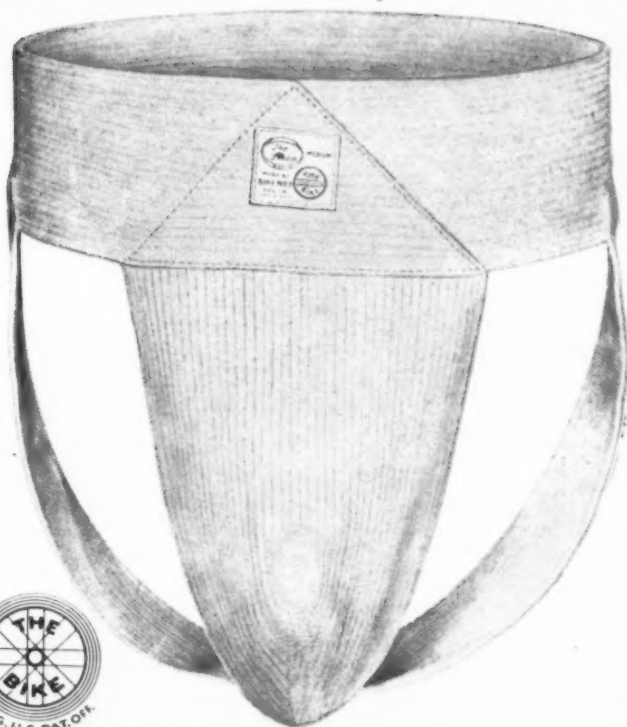
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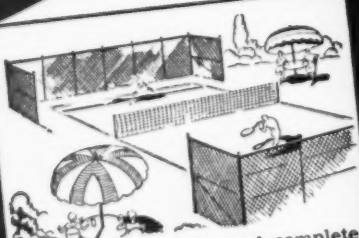
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not but appreciate the organization of such a program by the physical director.

It is apparent that great progress has been made by a few schools in the nation, but that most schools have not scratched the surface with noon-hour planning. Great possibilities are ahead in the development of corecreational activities, where boys and girls can learn to respect each other and play together in a new and proper relationship at the best age level. New attitudes and educational experiences should result.

This type of program is the best medium to introduce a great variety of activities that otherwise cannot be offered in the usual sports curriculum because of other use of facilities, preoccupation of faculty time, and outside student interests.

Industrial organizations are also learning that noon-hour recreation offers a trenchant means of improving employee morale. The Allen-Bradley plant (Milwaukee) uses the noon period to settle all championships between the day and night shifts.

The following activities are recommended for the noon-hour program, most of which have great carry-over value for adult living. All

have been used in actual situations of this sort. Each school must select activities best suited to its size, facilities, and leadership ingenuity.

Archery Golf	Golf Pitching
Archery	Contests
Badminton	Gymnastics
Basketball	Handball
Basketball Free	Horseshoes
Throws	Indoor Baseball
Basketball Golf	Ice Skating
Basket Shooting	Kick Ball
Bowling	Mass Games
Baseball	Group Games
Bridge	Necatos
Checkers	Marble Tourney
Chess	Horseshoe Golf
Card games	Quoits
Cageball	Paddle Tennis
Curling	Paddleball
Clock Golf	Rifle Shooting
Croquet	Speedball
Dart Baseball	Soccer
Dart Bowling	Shuffleboard
Dodgeball	Softball
Bait and Fly	Skating
Casting	Squash
Bait and Fly	Touch Football
Handicraft	Table Tennis
Wood	Tennis
Handicraft	Twenty One
Fencing	Seven Up
Dancing	Skiing
Football	Volley Ball
Specialties	Newcomb Ball
Golf Driving	Tetherball
Contests	

Make It Official (Basketball)

(Continued from page 18)

POSITIONS ON FREE-THROW LANES

Where there are no markings on the court, it is suggested that the defensive team be given the first choice of positions and that thereafter other players line up alternately.

SELECTION OF REFEREE

Before each game, the coaches should decide who is to be referee. This is important because the rules place a greater burden for certain decisions on the referee.

Where the coaches fail to connote the referee, the officials should be sure to have an understanding between them so that there will be no question as to who will assume the referee's burden when the need arises. The referee tosses up the first ball.

KICKING THE BALL

The rules stipulate that kicking is a violation only where it is a positive act. Yet accidental kicking while dribbling is often called as a

violation. It is questionable whether the rules makers ever wanted that type of kick to be called a violation.

If we said that a kick by the team in possession is presumed to be accidental and no violation, it might help officials see the rule in the proper light. The purpose of the kicking rule is not to take the ball away from a team because of an unintentional boot. It is inserted primarily to discourage soccer tactics.

FUMBLES

Here again the rule makers apparently are inclined to favor the team in possession. When we are told that a fumble may occur at the beginning or end of a dribble, it is obvious that the rules favor possession and only a distinct attempt to start a second dribble should cause a violation.

Arthur Lustig, baseball and football coach at Weequahic High School, Newark, N. J., offers this plea for a more uniform interpretation of the rules as a follow up to his excellent article on basketball officiating which appeared in *Scholastic Coach* last November.

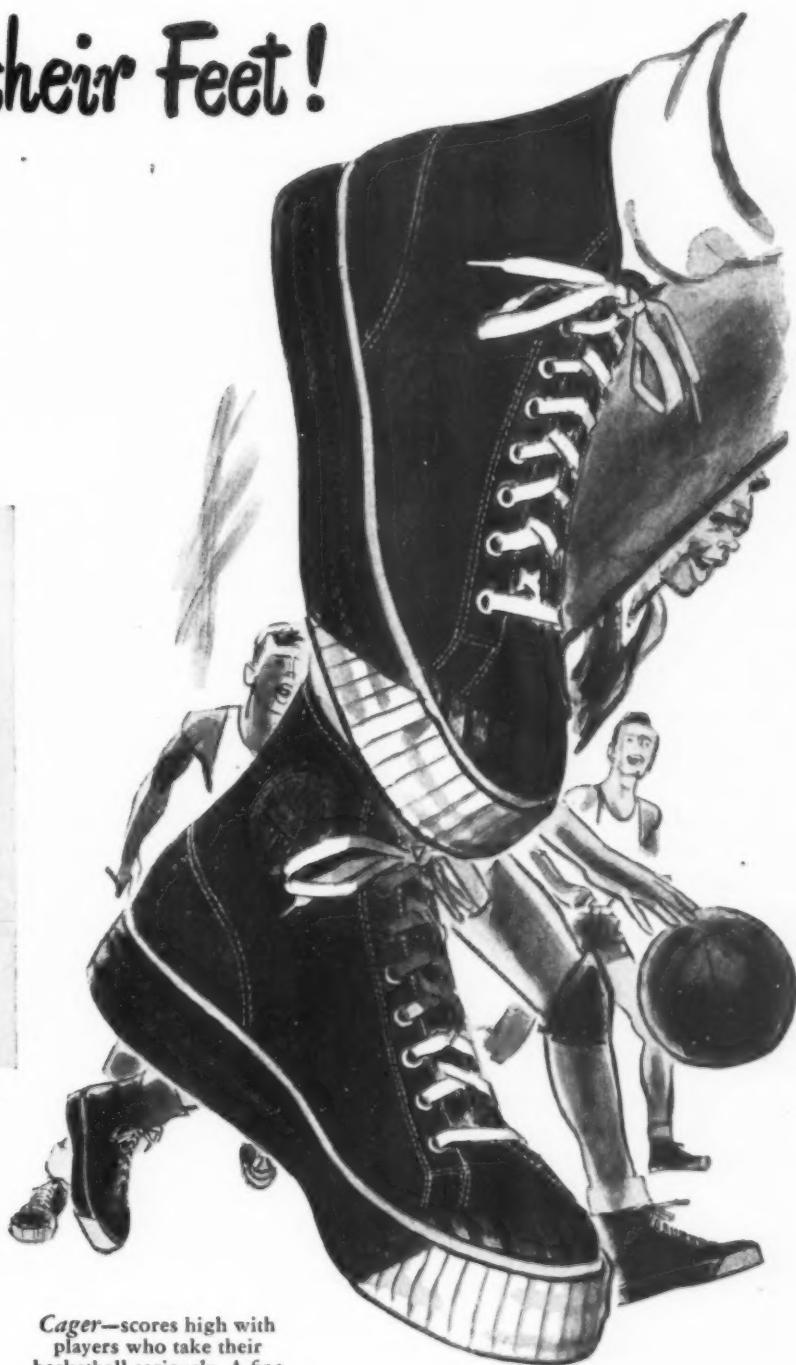
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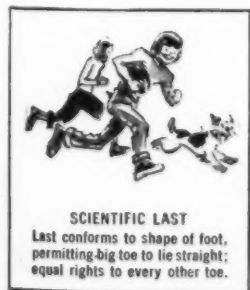
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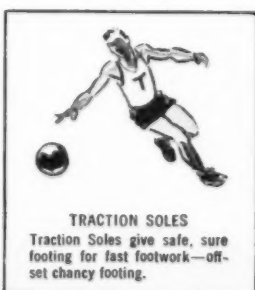


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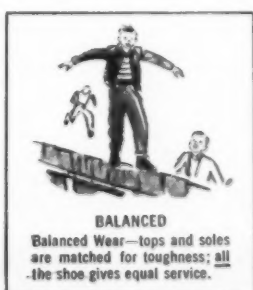
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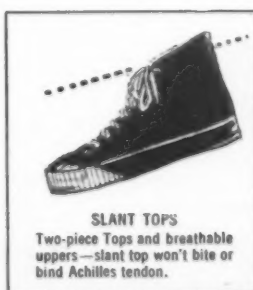
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Straight Line Defense



WHY do we always assume it is necessary to run around in circles on a rectangular playing area? Since basketball courts and football fields are constricted by straight lines, wouldn't a more straightforward method of playing produce better results?

That in brief is the philosophy underlying the straight-line defense in basketball. This systematic downcourt checking arrangement is a revolutionary tactic which twice held a high-scoring Pacific Coast Conference quintet to its lowest scores of the season and has worked effectively in both Pacific Coast and Washington Intercollegiate conference play.

The basic positions of this defense are called home bases, and are set up as shown in the accompanying diagram.

The No. 1 pivot-post man covers the basket. He is a tall boy who is the team's best backboard man. Although speed is an asset, it is not a prerequisite.

The No. 2 pivot-post is the next best rebounder and covers the foul-line area, where the popular Western one-hand push shot is so dangerous.

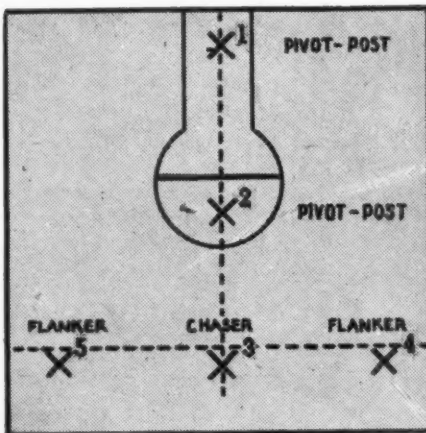
With the two most important scoring zones covered, the next concern is the forcing of the offensive play. Let us assume that the offense has crossed the center line.

No. 5, the right flanker, and No. 4, the left flanker, protect the sidelines, allowing no passes or dribbles down the outside of the defense.

This is essential. A good sideline defense will force passes, shots and dribbles to the inside, where they can be confronted by the pivot-post straight frontal defense.

Whenever a dribbler gets by a flanker, the latter chases him down the sidelines as fast as he can, playing the dribbler on the outside rather than the inside. This represents a radical departure from the cardinal theory of defense, which is to play between the opponent and the basket.

As the dribbler comes in, the No. 1 or No. 2 post charges him from the



front while the flanker slips in to bat the ball up or steal it when the dribbler stops and pivots back.

Fast, tall flankers are ideal. They must also be aggressive and have a good sense of anticipation to intercept passes.

No. 3, the ball chaser, is a fast, clever, aggressive worker who chases the ball everywhere. He must be in good enough shape to go four or five minutes at top speed without fouling or rest. The flankers should be able to play ten minutes or even a whole half without rest.

Remember the straight-line is not a man-to-man or a zone. It is a ball defense whose keynote is attack!

If the men filling the No. 1 and No. 2 bases play the pivot on offense, you can't expect them to get back quickly enough to plug their defensive positions.

They usually will be playing the boards. So it is up to 3, 4 or 5 to fill the No. 1 defensive base until the big man can get back.

Thus far we have concentrated on the defensive side of the ten-second line. In reality the greatest strength of the straight-line rests on the other end of the floor.

Suppose a field goal is scored. Before the ball touches the floor, No. 3, the ball chaser, takes a strategic position on the out-of-bounds man.

He does not interfere with or guard him, but plays the best angle of interception in relation to the

nearest other opponent. The five-second rule takes care of the man who puts the ball in play.

Simultaneously the flankers (5 and 4) deploy between their opponents and the ball (not between the opponents and their own basket). They force the nearest opponents to spread, pressuring them into breaking into the flankers' areas of interception.

There are thus three defensive men playing the interception areas of two offensive men. Since the man out of bounds cannot dribble the ball onto the court, why check him? It is better to force the opponents into throwing long passes. These can be picked off by the No. 2 post or by one of the flankers.

The farther the ball is from the home bases, the more the post men can play like flankers.

"Attack all dribblers" is a cardinal principle of this defense. Whenever a man is forced to terminate his dribble, he loses a third of his offensive power in the front court and two-thirds of his offense in the backcourt.

Defensive players 3, 4 and 5 keep their hands knee high or lower when attacking. Their hand action is upward. Against a sideline attack, the outside foot is always kept forward, the outside hand is low and forward, while the inside hand is raised to block a shot or pass.

This defense has four advantages:

First, the ball is hit into the opponent or up into his face.

Second, offensive men do not like to be approached from underneath when they are looking up to shoot.

Third, the non-conformist idea—approaching from outside and behind where the offense can't see, unnerves them.

Fourth, no offensive man can retain his composure when he is faced with continual pressure by two men.

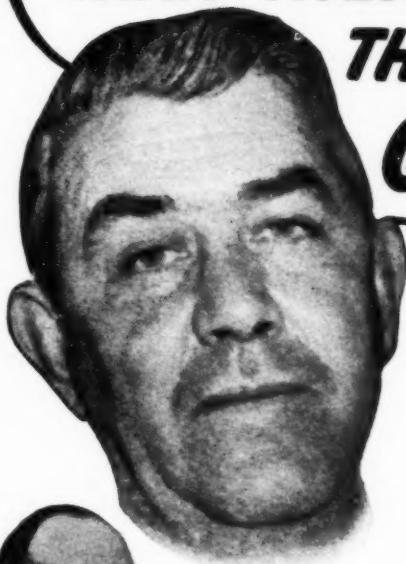
Another strong point of the home-base formation is that it is so flexible and progressively balanced that any defense can be sprung from it.

Charles F. (Chuck) Lappenbusch, director of athletics at Western Washington College of Education, used this unique defense in his basketball coaching at W.W.C.E. with devastating effect.

By Chuck Lappenbusch

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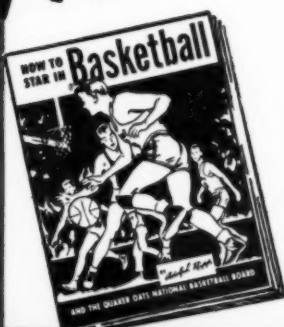


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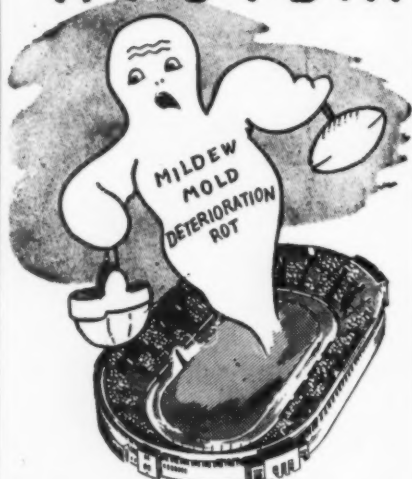
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By **BRICE DURBIN**

The Gambling Menace



"WHEN adversity comes, reason vanishes." A few basketball players sell out and there is a mad scramble to do something about it.

Before jumping to conclusions and invoking a lot of restraints, some of which might abet rather than combat the evil, it is a wise idea to look at the problem and be guided by facts rather than a few emotional impulses. When players know the truth, the fixer doesn't have a chance.

The best security against bribery is the character of the player. Building character—trite as it sounds—should be a vital part of the coaching program. A real character-building program will disarm the fixer.

First, *the players should know the penalty for selling out.* Take baseball, for example. The Black Sox who "threw" the world series of 1919 were barred forever. So were the other ball players who sold out individually. Crooked football players and boxers have received similar penalties.

The only reward a basketball player can hope to receive is money, and when he deals with crooks the chances of collecting are negligible.

Second, *the players should know the reward for excellent performance.* Baseball may again serve as an illustration. Devotees of the national pastime are always singing the praises of players who have made contributions to the game.

You hear them praise Ty Cobb who stole 96 bases in one season and set an all-time record of 842 stolen bases. His lifetime batting average was .367 and he led the American League in batting 13 times.

Babe Ruth, greatest slugger of all time, hit 60 home runs in one season and 713 during his major career. He still is an idol and friend of kids all over America.

These stellar performances, along with many others in all sports, are constantly being acclaimed. They inspire and guide players to future stardom.

Third, *everyone must know the truth about gambling.* Gambling has always been with us and there isn't any evidence to conclude that it will be banished in the near future. Hence, it is only wise to face the problem squarely. There are only a few gamblers who would stoop so low as to fix a game by bribery. They would not gamble if they thought someone had tampered with the players.

When players sell out the game ceases to be a sport and degenerates into a racket. Sports fans who gamble should realize this. They shouldn't gamble if it is undermining the game.

Fourth, *dramatize the game.* Why do millions of people pay millions of dollars annually to watch competitive sports? What do they applaud? Observe the pandemonium that breaks loose when a last-second basket turns defeat into victory! The applause for individual spectacular performance! The mother, father, relatives and friends who shout for their hero! *The gambler doesn't have a chance to bribe the player who receives such acclaim for superperformance!*

Finally, don't overlook these points.

1. *No better way has ever been discovered to combat the forces of wrong than the creation of forces for right.* If you would overcome the bribery threat, then emphasize the rewards that come to the boy who plays the game squarely.

2. *Don't overlook the value of newspaper clippings.* They do make players "pumpkin-chested" occasionally, but clippings in a player's pocket don't do as much harm as shady money found under his pillow.

3. *Don't overlook the power of a free press!* It is a wonderful force in keeping sport on a high plane. If a player knows the press will carry the story of his disloyalty along with his picture and the caption, "Here is a crook!", he will be careful to avoid such notoriety. Conversely, he will aspire to be a

(Concluded on page 35)

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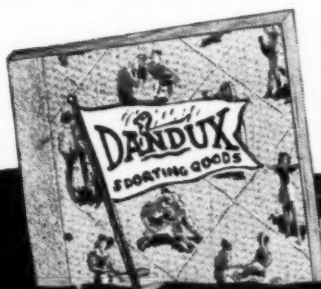
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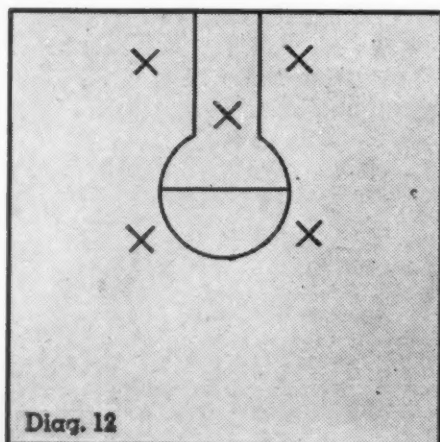
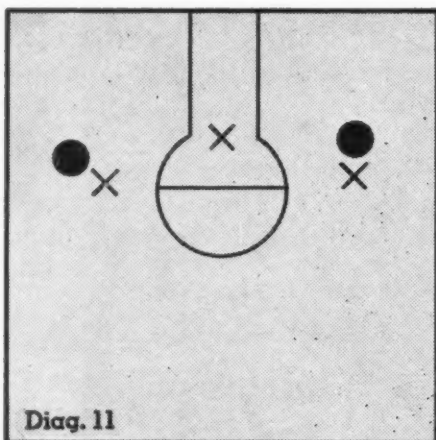
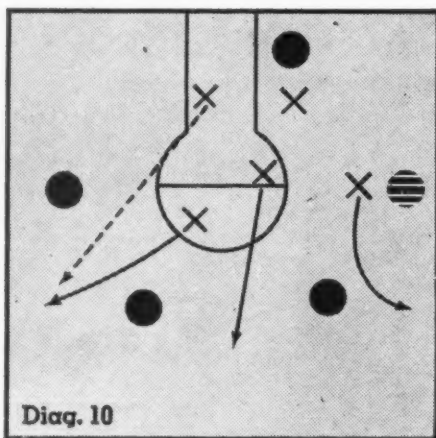
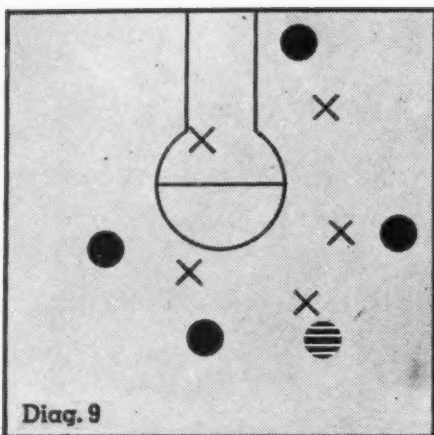
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The Fast Break

(Continued from page 9)

This means that it is not as strong defensively and is vulnerable to set shooting. A good set shooting team can maneuver the forwards out of position for accurate set shots. It hence behooves the zone team to hurry these shots by pressing. When these shots are missed, however, the fast break is set up against them as shown in **Diag. 16**.

If the corner shot is missed, the break is set up as in **Diag. 17**.

As can be readily seen, this type of fast break is the most difficult of all in that it requires a middle man who can time his break without hurting the defense. A premature break weakens the defense. To hesitate, allows the opponents to get set.

The middle man must also be shifty to circumvent the guard who immediately confronts him. And he must be able to stop suddenly and pass to his right forward.

It is also possible to use one of the guards in the break. When this pattern is followed, the center is used to retrieve the rebounds. The guard who is a good, shifty ball-handler replaces the center in the middle lane.

This variation is advisable when the center is extremely tall and awkward. He can be used to capture the rebounds, without hindering the fast break.

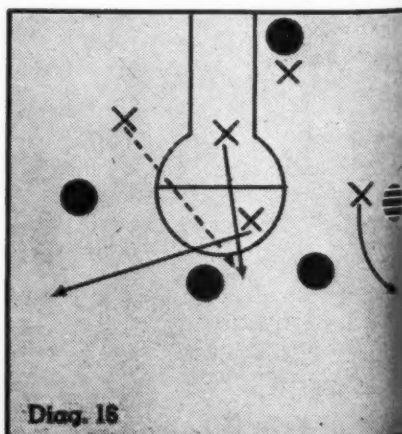
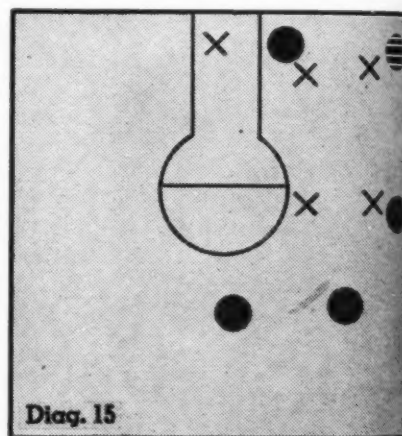
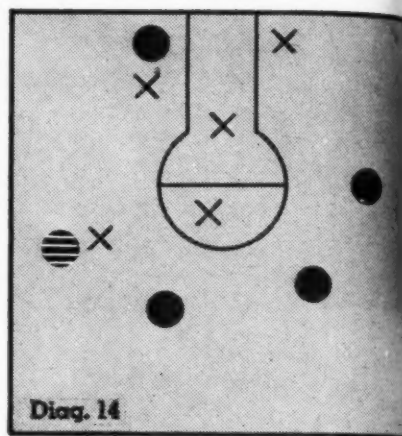
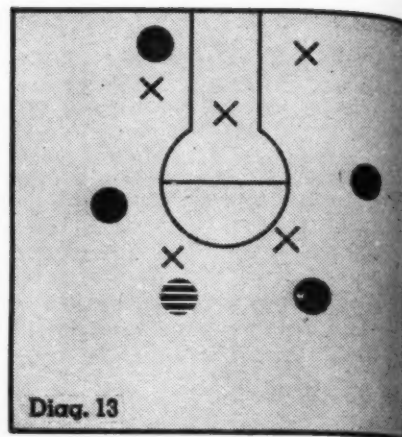
In this zone, it is difficult for the guard to pass to the forward on the sideline because he has been drawn out of position. Therefore, it requires exceptional ball-handlers and keen players who can react quickly to fast break openings and who can use a more deliberate setup when the opening doesn't materialize. It should be used only by experienced college teams having very tall men for the backcourt and exceptionally fast forwards.

The 2-3 zone pits the fast break against the opponents' set shooting. If the latter do not average a high percentage of their shots, they will be defeated. This zone, therefore, acts as a constant psychological threat and keeps the opponents off balance.

FROM MAN-TO-MAN

A more conservative fast break pattern is employed by some college teams using man-to-man defense. These teams move the ball into the forecourt as soon as they obtain possession of it, attempting to outnumber the defensive players and catch one of them out of position.

(Continued on page 32)





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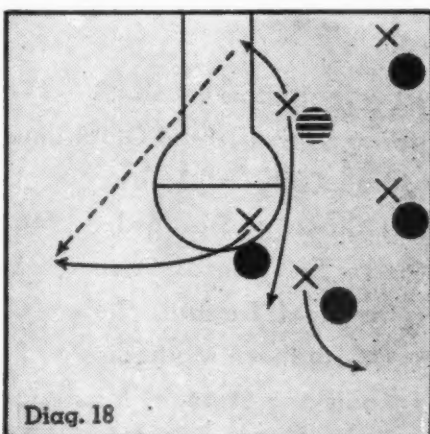
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They actually have no set fast break pattern, except to move rapidly into the forecourt. However, they do have patterns after interceptions and from out-of-bounds.

Rhode Island uses the man-to-man with its fast break, but it has fairly definite fast break patterns. Since the defensive guards usually stay out to protect against the fast break, the position of the forwards is usually up front.

The position of the center and of the guards varies according to the position of the attacking trio. However, the moment one of the defensive trio obtains the ball, he knows definitely where to throw it, for the forwards break to the sidelines and



the center cuts toward the middle. The alignment is outlined in **Diag. 18.**

If the opposing right forward sets up a post play and the shot is missed, the defensive center may set up the break after capturing the rebound.

If the ball is in the corner, the break may be set up as shown in **Diag. 19.**

No matter how the offense lines up, the break is employed whenever possible by the center moving down the middle lane, while the forwards break to the sidelines.

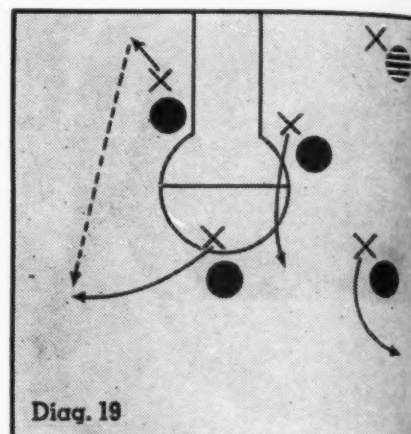
A fast, shifty, quick thinking cen-

ter who can dribble and pass well can set up many fast breaks. When Ernie Calverly was playing for Rhode Island, their fast break was the best in the land.

Rhode Island initiated the so-called fire-house type of fast break with a pressing defense which upset the opponents. By playing the opponents all over the court, Rhode Island forced poor passes which were converted into fast breaks.

They frequently set up in the opponents' backcourt as shown in **Diag. 20.**

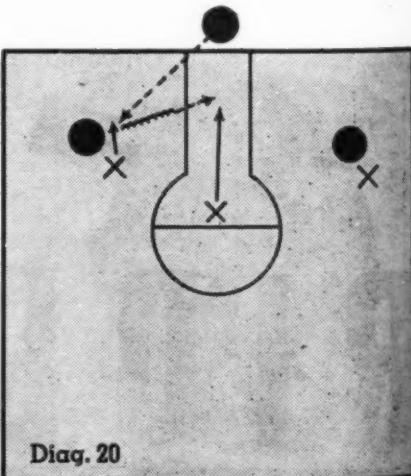
If the left forward intercepted the pass meant for the opposing right guard, he dribbled until stopped,

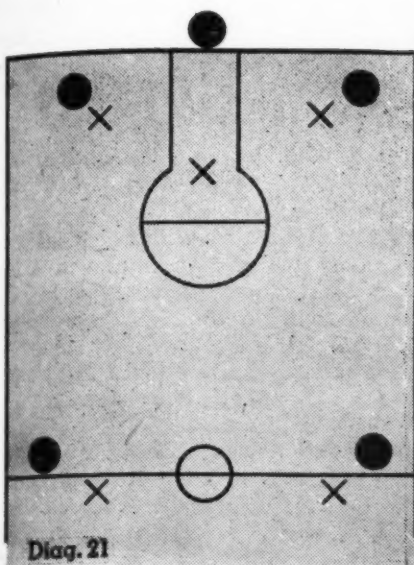


then passed to the center. The same held true of the right forward.

When a team resorts to the pressing defense to set up the fast break, its guards must play very close to the opponents' backcourt. Actually the pressing defense amounts to a zone defense in the opponents' backcourt instead of in the forecourt as is customary. The alignment is shown in **Diag. 21.**

One can readily see that the pressing team is in an advantageous position to intercept passes. If the opponents do not know how to pierce this defense, they will be slaughtered.





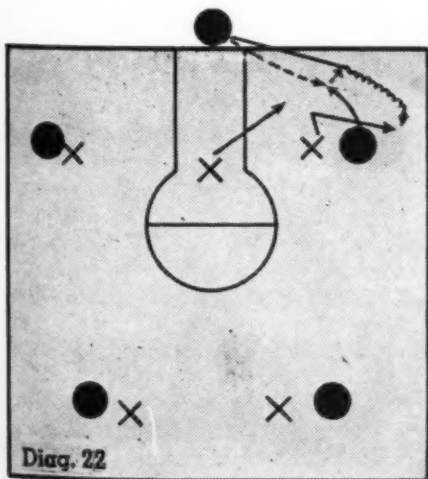
Diag. 21

If they do know how to circumvent it and can maneuver the defenders out of position, then the defenders must play areas. The right forward will play anyone in his area. The center will play anyone who comes into the center area, and the guards follow suit. They play their opponents as in **Diag. 22**.

It can be seen that no matter what the offense does, the defense can shift immediately to meet it by playing anyone coming into the area. But what is more important is that the opponents will be forced to rush their attack, and unless they are good ball-handlers, they will throw away many passes or will shoot wildly.

As soon as the interception is made, the 3-lane fast break is set up, with the forwards and center maneuvering for layup shots.

Michael Esposito is one of the country's premier fast break authorities, having taught the system as a high school coach, lectured on it in outstanding coaching schools, and written a book devoted exclusively to it (to be published). He had standout teams at St. Basil College and St. Basil Prep (Conn.) and at Glassboro High (N. J.). He is currently coaching at Corpus Christi High, Galesburg, Ill.



Diag. 22

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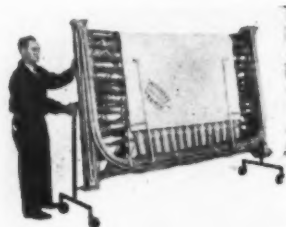
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GYM GAMES

by ROSCOE E. BESSEY

PHYSICAL education instructors looking for new ideas in the way of informal games for large groups, will do well to explore the possibilities of "Baseball Soccer" and "Football Baseball," both of which have been used at Corcoran (Calif.) High School.

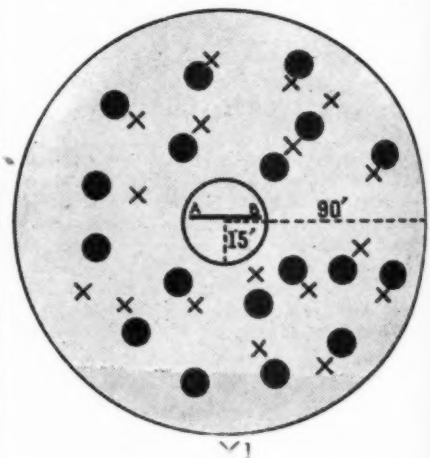
Baseball Soccer. The field is laid out as shown in the accompanying diagram. First, a large circle is drawn with a 90-ft. radius. In the center, a smaller circle with a 15-ft. radius is laid down. A portable softball backstop is then placed at the point marked A—B.

The players are distributed in the large circle. No one is permitted into the smaller circle.

The game starts with X-1 trying to kick the ball into the backstop. The action then continues with the X's trying to boot the ball into the backstop, and the O's attempting to kick the ball out of bounds.

Any time the X's succeed in hitting the backstop, they score one run. If the ball is kicked out of bounds (by the O's), it counts as an out. After three outs, the O's become the attackers and the X's the defenders.

Whenever a defensive player



goes into the small circle to stop the ball, the run is counted.

Any number of students may play this game, but 15 to 20 on a side works out best.

Football Baseball. The players take positions as in softball. The "batter" punts a football fairly and then circles the bases as for a home run.

If the ball is caught on the fly, the runner is out. If the ball goes into foul territory, the "batter" is

given another try. Two fouls retire the "batter."

If the ball is not caught, the retriever passes it to the first baseman, who touches the base and then passes to the second baseman. The ball is relayed around the bases in this fashion, and finally thrown home.

If the catcher touches the plate before the runner arrives, the latter is out. If the runner arrives first, a run is scored.

Three outs retire a side. The pitcher serves as an extra fielder, specializing in the handling of short punts.

Gambling Menace

(Continued from page 28)

real athlete in return for the recognition he receives when the press praises his excellent performance. A free press that prints the truth is one of the most powerful forces for decency in America.

4. *Don't tell players to be good—tell them to be good for something.* Teaching real values builds real players.

5. *When team morale is high, the fixer has no place to strike.* His only hope is the disgruntled player. A team with low morale is susceptible to bribery, but it doesn't have to be bribed. It will lose without it.

6. *Don't organize against gambling—organize for greater rewards.* It is doubtful whether keeping the game on the campus will eliminate the bribery evil. The crook may be able to operate more effectively on the campus than off it. Most teams play under careful supervision away from home, and the thrill of performance before large metropolitan crowds is not to be ignored.

7. *Don't take a short-sighted view of the game.* Reveal to the players its real and lasting values. Remind them of the many opportunities open to successful athletes in the business world.

8. *Don't be alarmed about outside forces degenerating the game.* Degeneration from without succeeds only when there is degeneration within. Competitive sports must be protected by eternal vigilance in the selection of those who build players and supervise the sport.

9. *Fixers never feel the force that defeats them.* Create high ideals and worthwhile aspirations in the heart of every player. A player thus armed is immune from bribery.

This intelligent approach to the gambling menace will appear as a chapter in Brice Durbin's revised edition of his book, *Portrait of a Basketball Player*.

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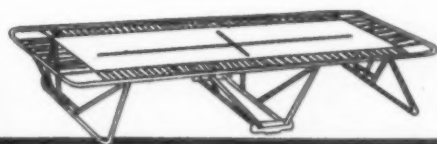
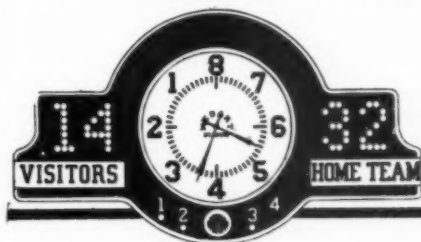
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Time Out With a Winning Coach

AN INTERVIEW WITH COACH H. J. ANDERSON

IN six years of basketball coaching at Binghamton (N. Y.) High School, H. J. "Whitey" Anderson has compiled a record as formidable as any in interscholastic circles.

His Bulldogs have rolled up the phenomenal total of 89 victories against only three defeats. What's more, they have never lost more than one game a season and have turned in three all-conquering campaigns!

Feeling that the coaching fraternity would be interested in the theories of such a successful brother, the writer drew up a number of leading questions and submitted them to Coach Anderson. His answers reveal the salient features of his system and are passed along here with the hope they prove of some use to other coaches.

What system do you use?

My offense is purposefully flexible so that it can fit my material from year to year. Last season I used some variations of successful old formulas.

Since I had two players 6-4 who worked well in the pivot, I adopted the 3-out 2-in offense, with the two big men playing outside the foul lane.

The feeders were given plenty of drill on getting the ball into these men. The big boys could shoot off the pivot or pass and screen for the outside men. Due to their height and to the difficulty the opponents had in checking them, they drew more than their share of fouls.

Did you employ any other systems last season?



Yes. We had good luck with a 2-1-2 offense, which worked as shown in **Diag. 1**. It had a dozen possible variations.

The pivot men might step out, turn, and get off a hook shot—or fake in and then pivot outside for the same kind of shot. If well-guarded, they could dribble and set up a screen for one of the middle-men.

Diag. 2 shows how the center could be opened up by this move. We would set a good screen and send the middle-man down the lane for a tuck-in.

If the opponents switched, the man with the ball could still get off a shot from a good position directly in front of the hoop.

This setup also had strong defensive value against a fast-breaking club. Two men were back most of the time, who could check or slow down a fast break.

Were these systems different from those you previously used?

Certainly. We change every year. I formerly had good luck with an unorthodox setup which featured four men out and one man in the pivot. The two fastest men cut into the corners and came back out, screening for the two who followed up.

Passes and screens were standard. The ball went into the pivot man for a shot, and he faked and passed off if he had a cutter free. If everyone was covered, the ball went out to the back men and the maneuver started over again. This 2-out 3-in pattern worked for a while, but the defense caught up with it.

Do you follow any standard shooting style?

Outside, the boys use both the one-handed and the two-handed set shot. When a player receives the ball with his back to the basket, then pivots and shoots, I want him to turn to the inside so that he can see the basket clearly before he gets the ball away. He will be more accurate this way and will have less shots falling short of the rim.

Under the basket, I want the ball up on the finger tops with the shoot-

er getting all the height possible before releasing his shot.

On fouls, I emphasize the underhand shot unless the player can't adjust to this method. Last season all but one of the boys took his free throws that way.

Do you have any special plans for your practice sessions?

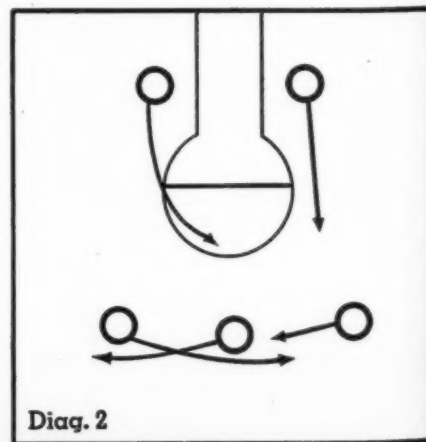
A short, snappy, well-planned practice is better than a long drawn-out affair. The players do not learn well or improve their fundamentals after fatigue sets in.

The boys run a lot in practice, using the three-man weave up and down the court with no dribbling allowed. The passer gets rid of the ball and cuts in back to screen off his guard so that he'll be free for a return pass. The players do a lot of rope skipping to get their legs in shape and to acquire balance.

What about pre-game preparation?

Before games I let the players eat whatever they want, but the meal must be taken at least three hours before game time. I don't believe that poached eggs and toast, a universal pre-game favorite, comprise a normal meal for a high school boy. I also believe that special diets are conducive to stomach upsets.

I have my boys order their own meals, usually from the regular menu. There is a strong morale factor in telling the players that I want them ready to go at top speed, and

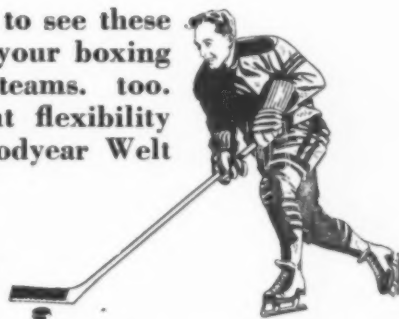


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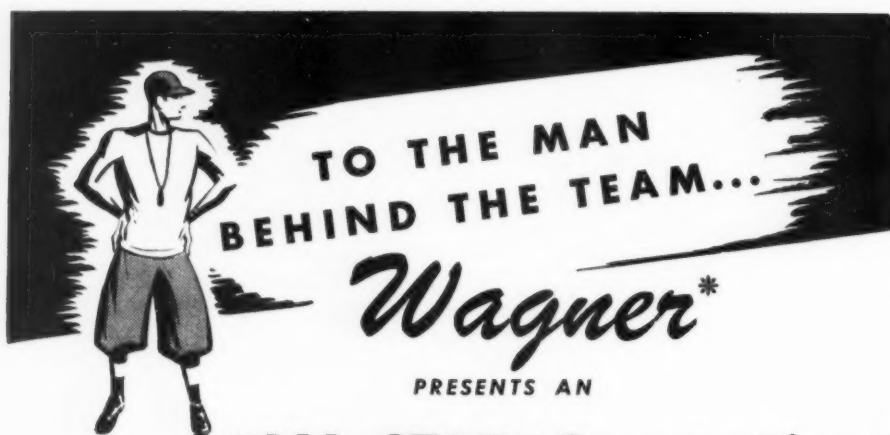
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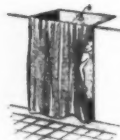
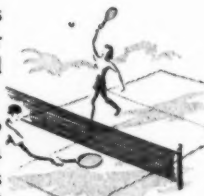
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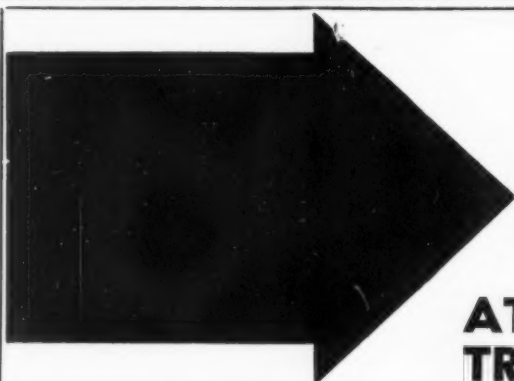
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We haven't said much about defense. Do you favor the zone or man-to-man?

My defense is a strict man-to-man. I teach a normal stance, hand up to block path of vision, feet well spread in a well-balanced position, ready to go either way with a boxer's step.

USE SWITCH SPARINGLY

I minimize the switch. The boys do it only when absolutely necessary. It is not a technique the average high school player can do well, and the screening in most high school offenses does not call for a lot of switching. I have seen more defensive errors caused by switching, than by the failure to switch.

I like my defensive men to "slack off," that is play their man loosely when the ball is on the opposite side of the court. I have them play tight when the ball is on their side of the floor.

Have you any particular method of freezing the ball in the closing moments of play?

A five-man mill has proven effective in controlling the ball near the end of a game. We keep the mill out near the center of the floor, screen to protect the man receiving the ball, and do everything possible to prevent any interception by the defense.

What do you do against an all-court pressing defense?

When the defense presses in the backcourt, we use our same offensive setup, but move it downcourt where needed. In other words, we do not insert any special style against a pressing game, but set up our plays using the whole court instead of the front half.

How do you combat a zone defense?

That question brings us back to the 2-2-1 offense mentioned previously. Against a zone two men are instructed to work from the sideline toward the center in back of the first line of the zone.

We call these men the "sliders," since they slide from one sideline to the other, anticipating a pass from one of the two backcourt players. They are our best set shots, and shoot from the sides whenever they can get the ball away.

The "1" in our 2-2-1 is our tallest player, and he is assigned to the area beneath the basket, working from side to side. He takes the looping passes we throw in just short of the hoop, and he's in good position for any follow-up shots or rebounds.

Peterson—"Offense"

(Continued from page 11)

often catches the defense short, and breaks at least one man free for easy shots.

However, the Utah coach does not depend upon any single style of attack. He believes a good offense is one which is capable, at a moment's notice, of adjusting itself to meet any type of defense. "Too many teams," he claims, "depend too much upon a fast break. When they're stopped by a collapsing defense, they're licked."

Utah prepares for any defense that might be thrown at them. They try the fast break, naturally, but if the opposition's defense collapses, as it usually does, they are prepared with an inside-outside attack which sometimes drives the defense farther back or causes a congestion beneath the hoop.

At this point Peterson's set-shot artists go to work and begin bombarding the basket. The player, or players, trained for offensive back-board duties now really swing into action and, more often than not, the strategy pays off.

When the defense comes out to stop the shooters, Utah switches to plays that will spring a man under the basket with the ball. Peterson's main idea is to get the defense moving. "The advantage then lies entirely with the offense."

Utah's attack is so well-balanced that its players, within the limits of a single time-out, can adjust itself to meet any known defense the opposition elects to use.

"Fundamentals"

(Continued from page 11)

and know his number.

"I am a great believer in scouting," vouchsafes Carnevale. "A player equipped with all the information it provides is on the victory path even before the first ball is tossed up. When your players have to diagnose their opponents' ability during the contest, you lose this big edge."

Carnevale places condition and speed high on his list of requisites. He believes a well-conditioned, speedy squad can, when all other things fail, still beat a slow-moving but talented rival.

"As a matter of fact," he points out, "a good team must possess plenty of speed. At Navy, in both practice and actual play, it's always Go! Go! Go! We constantly push the

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squad at top speed, allowing no let-downs. Everything we do is executed with speed in mind. The players thus formulate a habit which carries through in actual competition."

Navy's offense is basically a single and double pivot (varied according to the opposition). It is set up as shown in the accompanying diagrams.

In **Diag. 1** the pivot man moves into the front half of the circle from either side, while the forwards play wide, opposite the foul line.

In **Diag. 2** (double pivot), three men are out and two are in. The pivots move sideward either way, as shown.

Navy likes to employ a fast break whenever possible and trains one or two rebound men to get the ball off the board and start it down the floor.

Here again, says Carnevale, you've got to have expert rebounders who know in advance what their chances are: How tall is the opposition? Can they successfully compete with them under the boards? How much do the opponents fade? How long can the pass-out be? Good scouting reveals these things, and Navy plans accordingly.

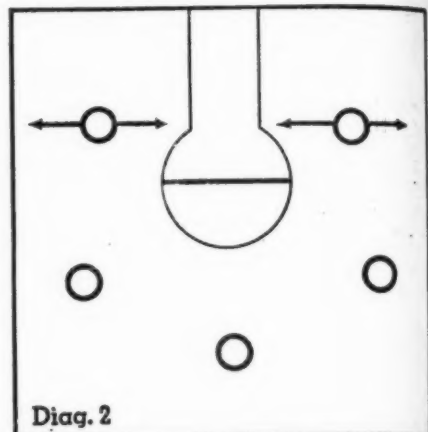
Navy does some free-lancing on offense which adds further to its opponents' woes. Stress is always placed on keeping the offense well spread. Carnevale emphasizes possession considerably. Unless a play has a better than average chance of going through, Carnevale believes the ball should be passed out and a new play initiated.

Navy's basic defense is man-to-man, but here again it's a question of basic fundamentals. Certain techniques will fortify any defense. A proper stance is of prime importance. Navy uses the squared stance, with knees bent slightly, arms out and waving—one in opponent's face, other to his strong side.

When necessary to switch, the back man picks up and calls the

switch. Carnevale doesn't think that enough defensive players use their mouths. The feet and hands are important, to be sure, but no more so than the yelling of the back man to pick up lost opponents.

Navy's operatives get plenty of opportunity to apply this fundamental, for they pick up opponents at mid-court. The first man back picks up the first opponent down the floor, then immediately starts calling to his teammates and pointing to loose opponents.



A defensive tactic overlooked by a great number of coaches—the "black-out" on rebounds—is diligently worked on.

"If you're going to train a man for rebound work so that your team can employ a fast break, why not give him all the help possible?" says Carnevale. "The second our opposition shoots, a Navy defensive player swings in front of him and, looking for the rebound, is between him and the basket. Properly and legally done, it enhances the rebound man's chances of success."

Boyle—"Officiating"

(Continued from page 11)

proper condition to officiate, the official should check to see that he has a perfect and complete knowledge of the rules. Secondly, he should know how to apply them, exercising good judgment. After all, Boyle pointed out, basketball leaves more to the judgment of the official than any other sport.

Several things go into satisfactory officiating, one of the more important being the "manner of call." Officials gain the respect and confidence of players and coaches by instant decisions, careful use of arm signals, and promptness in lining the teams up for the ensuing free-throw, if any.

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and without provoking antagonism should be the aim of every official. Fouls and violations should be called at the very outset of the game, and continued to its expiration.

There are no places, nor times, in a game for a relaxing of this practice. A foul is a foul anywhere and anytime it is committed, and it should be called. Once players get to know the official will call 'em consistently, fewer fouls will result.

Boyle also stressed the need for neatness in appearance and for diplomacy in dealing with players and coaches. "Officials should be willing to serve their apprenticeship, leaving the politics for politicians. The game is constantly in need of, and looking for, qualified officials; no good one ever yet went without a full schedule of assignments."

When officials are called upon to work preliminary or second-team games, they should attempt to turn in as good a job as for the varsity contest. "The jayvee personnel will soon be the varsity performers," Boyle advised, "and are clearly entitled to a well-officiated contest."

The acceptance of an assignment is a moral contract, and officials should go through with the job. Many officials harm themselves by trying to juggle accepted dates so that they may work more lucrative contests which come along.

Julian—"Tourneys"

(Continued from page 11)

New York for the NCAA tournament, we scheduled a game with New Britain (Conn.) Teachers College. The future school-masters were a tough team in their own class, and I sincerely felt they would hone Holy Cross to the edge required for tournament-play.

"That I guessed correctly was borne out with no uncertainty—New Britain led most of the way and only a late rally enabled Holy Cross to walk off the floor with a 58 to 52 victory.

"The game resulted in a rude awakening for my players, and the morale of the squad soared. It brought the players to a high pitch, and I believe to this day it played a big part in our eventual success."

Scouting reports are most essential. A tournament-bound squad must have at its disposal every possible bit of information pertaining to the opposition. If a team becomes aware of its tournament possibilities before the schedule's end, a detailed plan of scouting should be immediately put into effect.



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This should include the styles of offense and defense used by the other teams, the size of their players, their chief scorers and feeders, the extent of their pivot play, the ability of their individuals, their ability to switch, whether or not they collapse on defense or play tight, and a mass of other essential details.

These reports should be broken down and used in practice to acquaint the squad with their prospective opponents. The more a player knows about his individual opponent, the better your chances for victory.

Of course if time is available between tournament games and you know whom your opponents will be, you can prepare the team for one game at a time. Most high school teams, however, get little time between tournament contests, which puts the coaches at a disadvantage. They must cram all their knowledge of the opponents into the players' heads without a real chance for thorough preparation.

There's always a thrill to playing in a tournament, especially if it's held in one of the larger cities. Sometimes the thrill is nearly as great as the competition itself, and a coach has to guard against it.

The best plan is to arrive at least a day in advance of the first game and, by all means, practice on the tourney court.

The routine of the team should not be broken, and should be varied only as much as is absolutely necessary. Eat meals at regular hours, go to bed, and arise at regular hours. Especially guard against over-eating or eating between meals. Make certain that the menu used is submitted to you well in advance so that undesirable choices may be eliminated.

It seems hard at times to put the kibosh on entertainment, but tournaments are not the place for it. Another difficult thing to control is the efforts of well-wishers to show their loyalty to the team. Players are frequently swamped with parents, relatives and friends. Too many visitors work a hardship on the players, and they should be diplomatically handled.

The stampede for tickets works a terrific handicap on players. It's amazing how many friends a basketball player has about tournament time.

Gordon M. Atkins, a former basketball coach who is now a prominent official operating in the Boston area, panned these nuggets at the New England Basketball Clinic of Champions last summer. His superb report on the lectures of Adolph Rupp appeared in *Scholastic Coach* last month.

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By William A. Stebbins

The SOCK in Soccer

SOCKER presents something of a paradox. Although it is perhaps the fastest growing interscholastic team sport, many coaches and physical directors still can't seem to "put it over" on a large scale. Their principal complaint is that the sport isn't popular among the boys.

The situation, I believe, calls for an appraisal of methodology. The men having difficulty with "selling" the sport should ask themselves these questions:

Do I have a soccer program or merely a soccer team? Have I really attempted to sell soccer, or have I expected the pupils and the public to accept it blindly? Have I given to soccer the same amount of thought, planning, and energy that I have given to other sports? Have I adopted methods that others have shown bring results?

Soccer is not indigenous to the United States. In New York State, however, a survey conducted in 1934 and repeated in 1937 showed 3,600 public school boys playing soccer in 1934 and over 21,000 playing the game three years later.

These figures tell part of the story of how soccer has mushroomed as a secondary school sport. The typical soccer strongholds are the industrial communities, where the population has a strong European background. Soccer is the national sport in most European countries. Give a small boy in England a ball—any kind of ball—and he will kick or foot-dribble it before he will throw or

hit it, as is customary among small boys in our own country. European boys turn almost instinctively to soccer, and this early training and interest accounts for the high quality of European play.

When you say that boys are not interested in soccer, it is like saying boys do not like vegetables. We know that boys like to eat, and if vegetables are attractively prepared, appetizingly cooked, and presented to them in the proper atmosphere, they are eaten with relish. It is also true that boys like activity, and soccer provides all the activity elements in which boys are fundamentally interested. Their lack of interest in soccer stems from some other cause than the game itself.

Another criticism of soccer as an interscholastic sport is the lack of support from both students and public. How many times have you heard that the American public does not like soccer, that soccer is an uninteresting spectator sport, and that it is difficult to build any school spirit around a soccer team? It should be pointed out in this connection that in England crowds of 150,000 are not uncommon. Crowds of this size, which are nearly twice as large as our world series or intersectional football crowds, would indicate a rather positive spectator appeal.

A third very common criticism is that our teams are poor in quality. This appears to be true at all levels: high school, college, club, and pro-

fessional. The statement cannot be questioned if we are comparing the quality of teams in the United States with that of teams in Europe. In June of 1946, a team from Liverpool, England, came to this country for a ten-game exhibition tour. The English team won every game against the very best opposition that could be mustered among our professional teams, and was never extended in winning. However, it is generally recognized that the quality of American soccer is better than it was a few years ago. The quality of play should continue to get better with more teams and keener competition.

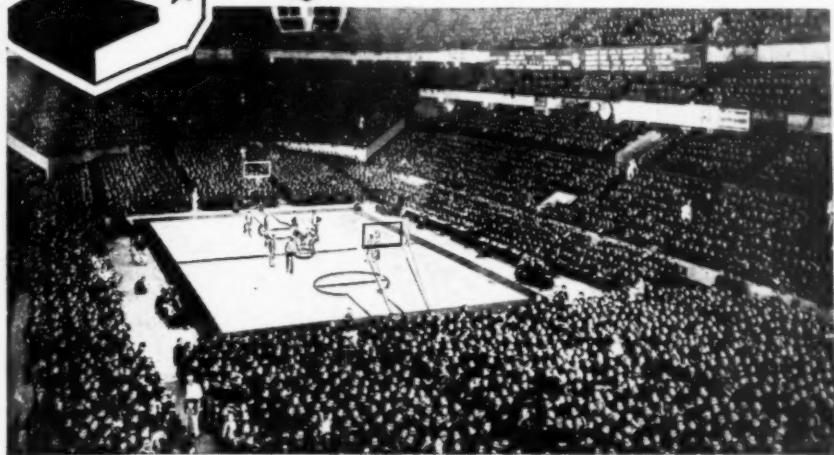
There are devices that soccer coaches and physical educators can employ which will aid materially in popularizing the game. Start 'em young is as applicable in soccer as in any other learned skill or habit. Much can be done in elementary school physical education classes by way of teaching fundamental soccer skills. The method used should be adopted to the age level of the group.

FUN DEVICES

Many relays and circle games can be devised which will be fun for youngsters, which will be challenging to them, and which will introduce them to some of the skills used in soccer. Books on games, contests, and relays list some of these games, and are particularly useful for those who doubt their own ingenuity. Most men will want to make their own adaptations from other games. A successful soccer team in high school depends, in the final analysis, on what is done about the game in the elementary school.

As boys reach junior high school age, they become interested in team games and group effort. It is important to capitalize on this interest by setting up an intramural program which will include all the

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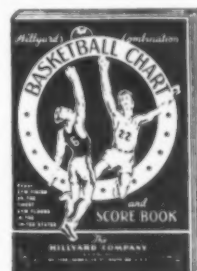
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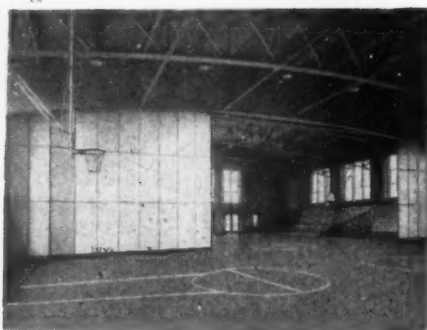
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boys. It is much too soon to start selecting those with promise, and discouraging those who show no special skill.

The game can be modified in many ways for this age group. The teams may be made smaller or larger than the regulation eleven. Technical rules may be modified to fit the skill level of the group. The opportunity for competition will serve as a strong motivator in the area of individual skills.

The high school program must be a continuation of the two previously mentioned parts of the program. A continuation of skill techniques and intramural competition will do two things. First, it will keep interest in soccer alive among all the boys in the physical education program. Second, it will serve as a constant source of varsity material. It is especially important at this point to watch freshmen and sophomores. Whenever a boy shows promise, it will be well to invite him to attend the practice sessions of the varsity squad. The varsity should be kept as large as space, equipment, and personnel permit. A junior varsity schedule will aid in maintaining interest and furthering the development of younger players.

STIMULATING INTEREST

If pupil interest and support is lacking or missing, several things may be done to alleviate the situation. A series of articles in the school paper explaining the game, interpreting the rules, telling of the league or about the personnel of the local team, are devices often used. An assembly program or two devoted to an explanation of the game, using blackboard drawings and illustrations, will help to create interest and understanding. If possible, have boys on the team participate in the discussion. Their presentation may not be polished, but it may stimulate interest. Posters in and about the school will also keep the pupils conscious of the game.

Lack of community interest and support will require a conscious program designed to inform people about the game. Soccer is a strange sport to most Americans. One can hardly expect support and enthusiasm for a game that is not understood. If the community has a radio station, the local sportscaster will probably be happy to plug soccer in general and the local team or league in particular, if he is supplied with information. The sportswriters on local newspapers are hungry for local items in which they can feature local personalities. A series of

articles could easily be written for the paper giving readers an insight into the history and nature of the game.

Soccer is rarely played under the lights. It is usually played at a time when few employed adults are free to attend. However, small handbills or programs for those who do come, explaining some of the important rules, scoring methods, and team history, will add greatly to the enjoyment of the visitors. If the school or community is fortunate enough to have a public address system, a play-by-play explanation of the proceedings will be both meaningful and enjoyable to the spectators.

VISITS TO BIG GAMES

Visits to college, club, and professional games will do a great deal toward raising the varsity's standard of play. The management of these teams is usually glad to admit members of school teams either free or for a very nominal fee. In many cases it is possible to arrange a day on which your entire school can receive favored attention. This is good publicity for the team playing host, and a gala social occasion for the school pupils. The result will be more talk about and more interest in soccer.

It must be realized that soccer is a game necessitating the building of interest. It is not a game to which American boys gravitate naturally. As has been indicated, the game can be sold to the boys. Any person really interested in soccer, who is willing to work at it, can produce in his school a soccer program which will give results.

The sport has gained a place for itself on the athletic programs of hundreds of high schools, prep schools, and colleges. In two states alone (New Jersey and Maryland), more than 250 secondary schools are represented by varsity teams. In New York City, there are more varsity interscholastic soccer teams than varsity football teams!

Soccer is a minor sport in many schools, and a major game in others. Certain sections of the country, and certain cities within these sections, have more or less inherited a thorough knowledge of the game.

We think of Kearny, Harrison, and Trenton, all in New Jersey, and Philadelphia and Baltimore in this respect.

"My article represents some of my thoughts on soccer after ten years of high school and college coaching. There may be something of value in it for men new to the field or to whom soccer is a new sport."—William A. Stebbins, professor of health and assistant soccer coach, State Teachers College, Brockport, N. Y.



SINCE the scorer plays a vital role in the administration of basketball games, the job should be delegated to a responsible person who possesses a clear-cut understanding of his duties—which are as follows:

Equipment: Scorebook, pencils, signalling device, convenient table, line-up sheet, substitute slips. (These slips, supplied to each coach before game, should give name and number of each substitute. Sub leaves his slip at Scorer's table and presents to Official the slip for player he is to replace. Official hands slip to player who is leaving.)

Before game: Provide sheet for coaches to submit line-up and all subs, at least two minutes before game time. Do not permit changes in line-up before game starts unless there is injury or emergency.

Report to Referee if line-up and list is not submitted on time.

As play is about to start, check the 5 players who appear to be ready to start and notify Referee of any discrepancy. It is not necessary to wait until ball is tossed.

Before second half: Be at table when players return. Check starting players and report to Official if a new player is starting without reporting to you.

Notify nearer official when:

SCORER'S MANUAL

1. Team has 5 charged time-outs.
2. Player is charged with 5th personal foul.
3. Ball is dead, if there is a score dispute or doubt to Official's decision.
4. Ball is dead or in control of offending team if player is discovered who has not reported or who has changed his number without reporting it or who is illegally in game.
5. In high school game, ball is dead after 5 min. of 4th quarter and after 5 min. of 2nd quarter when there has not been a charged time-out. Signal sharply because ball remains dead for mid-period intermission and Timer stops watch with the signal.

Scoring: Become familiar with scorebook. Use P for personal foul; T for technical; 2 for each field goal; O for a free-throw attempt and X inside zero if successful; C for waived choice (complete the O if not waived).

Have running score available at all times and check scoreboard often. In disputed cases, running score is usually accepted instead of total added individual points.

List number of charged time-outs.

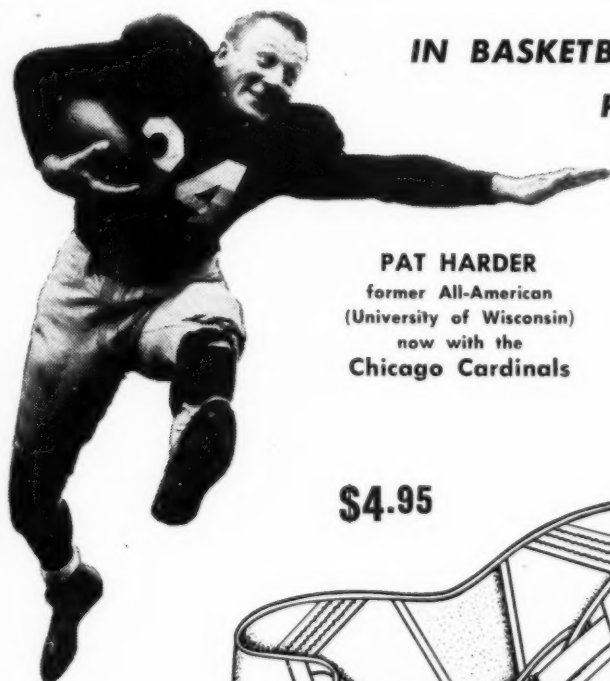
Points scored in wrong basket are not credited to any player but are credited to team in a footnote. Points awarded for illegally touching ball or basket are credited to the thrower. When a live ball goes in basket, the last player who touched it causes it to go there.

Substitutions: When a sub reports, signal as soon as ball is dead.

Do not signal after ball has been placed at the disposal of a free-thrower. On a multiple throw or throw for a double foul, a substitution may be made between throws. If thrower is to be replaced, be sure that it is permissible for another player to attempt that particular throw. But if Official has erroneously allowed a disqualified player to attempt a throw, the throw counts.

A team may not begin a game with less than 5 players, but they may end it with less than 5. If A-5 is disqualified or injured so that he must leave game and he has a free throw coming, any one of the 4 remaining players may attempt the free throw.

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Coaches' Corner

Please send all contributions to this column to Scholastic Coach, Coaches' Corner Dept., 220 East 42 St., New York 17, N. Y.

Notre Dame's Steve Oracko, though a promising young player, was used the past season only for kicking off—nothing else. Against Navy he hoisted a fine booming kick into the end zone, following which a Middy blocker dumped him on the spot where the left end was supposed to line up on kick-offs.

Frank Leahy saw him lying there injured and thought Jim Martin, his best end, had been hurt. He covered his eyes. "Coach," somebody near him said, "it isn't Martin. It's Oracko." Frank lifted his head.

"Coach," somebody else said reassuringly. "It couldn't happen to a better guy."

Shortest triple in history. Jake Jones (Red Sox) dribbled a slow roller down the third-base line, foul. Pitcher Fred Sanford (Browns), disgruntled in a losing effort, disgustfully threw his glove at the ball and hit it. Umpire Cal Hubbard awarded Jones a three-bagger on the 40-foot foul, the penalty incurred when a player throws his glove at a batted ball and hits it. There is no mention in the rules that it has to be a fair ball.

Rookie story of the year. Young Kent Peterson (Reds) had just come in to relieve in a late inning with the bases full and one out. First-baseman Babe Young, who had just joined the club that afternoon, came over to the mound to discuss strategy.

Peterson hadn't been in the clubhouse when Young arrived. Not in the least perturbed, the young pitcher said: "Mr. Young, I don't think we've met. My name is Peterson." They shook hands, discussed the situation, and went on with the game.

The most vicious swing of the baseball season was delivered by Paul Lehner of the Browns. Batting against Art Houtteman (Tigers), Lehner took a terrific cut and missed. Stepping out of the box, he put some dirt on his hands, gripped the bat, tapped it lightly on the ground, then suddenly discarded it. Someway, somehow, in a patent miss of a pitch, he had broken his bat.

Basketball groups in San Francisco are enjoying a happy treat this winter. Bunny Leavitt is out that way giving his wonderful free clinics.

Bunny is the world's foul-shooting champ, having popped in 499 in a row. In a later exhibition he shot fouls for 7½ hours, missing only two out of 871 tries. In his clinics the free-throw automaton explains the fundamentals of basketball, offers a helpful treatise on rules and shows moving pictures of famous games.

When Henry Armstrong captured the world's featherweight, lightweight and welterweight boxing crowns in one year, he exerted a powerful influence upon the erudition of that peculiar brand of homo sapiens known as the fight mob. Practically everybody in the mob fell to using the word "simultaneously" as airily as if he understood it.

Even Mushky Jackson, dean of the mob's department of semantics, lifted his vocabulary five syllables. "Hendry Armstrong," he used to lecture his students, "which is the only guy ever held three championships simultaneously and at the same time."

Here's a "first" we're putting down in print so that it may be preserved for posterity. The Murrell Dobbins Vocational-Technical School of Philadelphia is the first high school in history to have had one of its football games televised. More specifically it had three games televised last season—against Bok, Cheltenham and Mastbaum high schools. Frank Menke, please take note.

Notice some of the "old men" who played college football the past season? Michigan had a 31-year-old tackle, Alvin Wistert; N.Y.U. had a 33-year-old halfback; and at Iowa City, infants on the sidelines watched their papas laboring through practice—ten men on Iowa's squad being married. At Mississippi, 23-year-old Barney Poole, once an Army star end,

played his sixth year of varsity football, thanks to some weird eligibility rules.

Add another name to the rapidly growing list of high school coaches being signed up by the colleges. Latest in Karl A. (Dick) Esleeck, who moves from Woodrow Wilson High, Portsmouth, Va., to the U. of Richmond as head football coach.

We bet a lot of you harassed football coaches will approve of Andy Kerr's latest rule suggestion requiring the defense to keep six men on the line when the ball is snapped. "Football is a great game," says Andy, "but it is becoming too complex. This is true in college and, more especially, in the secondary schools where training hours are limited. No coach in the time available can teach high school youths an entire repertoire of plays, as well as teach measures against four, five, six, seven, and eight-man defensive lines." Amen.

A horse player and his wife counted on picking the Belmont Futurity winner to pay for their fourth baby. As the horse player left his good wife in the hospital room, he said, "Now, darling, don't do anything until you hear from me." He then rode out to Belmont and placed a big bet on a certain horse. The nag won and the horse player rushed to the nearest phone. "Hello, darling," he said. "I won \$482. Go ahead, darling, go ahead."

During spring training in Cuba one year, the luminaries of the Washington Senators were invited to a dinner given by a Cuban-American society. Al Schacht, then a Nats coach, was one of the guest speakers. Although he didn't speak a word of Spanish, he decided to address his audience in

Ted Key in Collier's



"Jones!"



"With Mustard!"

Ted Key

that language. His speech ran something like this:

"Vive la Cuba! Vive la America, senors! Estralita los amigos, buenos noches salute Pan Americanos Il Trovatore. . . ." Schacht kept busting along like that, waving his hands wildly, pounding the table, mopping his forehead.

The Cubans were politely attentive, though they didn't understand a word he was saying. But the Washington players were completely overwhelmed by this suddenly revealed linguistic ability of their coach. When the dinner broke up, they pounded Schacht's back and congratulated him enthusiastically.

"We didn't know you could speak Spanish, Al," said the admiring players. Al looked at them condescendingly. "You didn't?" he grunted. "Why I speak 12 languages superfluously."

We heard this one from a friend of ours who didn't supply any names or dates: Before the final game in a state sectional basketball tourney in Illinois, a good sportsmanship trophy was presented to one of the stars on the Paris team. That same player failed to finish the game—he was disqualified for striking an opponent on the rival Mattoon quintet!

"Thought you might be interested in the following sidelight on a horrible forest fire that came within a few miles of testing my school's reputation as being fireproof," writes John F. McGrail, director of physical education at Spaulding High School, Rochester, N. H.

"The big night was Thursday, October 23, at which time the whole town was on the move before the fire that threatened to blacken the community. The high school was used as central headquarters, with the office as communications center. The cafeteria, canteen, gym, class rooms, teachers' rooms, team rooms, and clinic rooms were thrown open to the many who were made homeless.

"The high school boys, laden with shovels and Indian packs, headed to the flame's edge to battle the red monster, while the girls helped the Red Cross make coffee and sandwiches, and did their best to keep the younger children occupied.

"The next day saw a handful of the 900 pupils at school. What it also saw was the unusual spectacle of a herd of horses, cows, chickens, and goats calmly grazing on, of all places, the school's athletic field! It seems that the livestock were evacuees, too. The boys in the physical education class that day participated in a new activity—feeding the cattle."

Calm and collected—that's Sid Luckman. Against the Rams last month, Sid, in fading back to pass, found two linemen clinging to his right arm. The Bear quarterback coolly switched the ball to his left hand and completed a 14-yard toss.

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IT NOW appears a certainty that raw materials will remain scarce during the first half of 1948 and it is our earnest advice that if you desire bleachers or stadiums, steel or wood, for use next year that you place your orders at the earliest possible moment.

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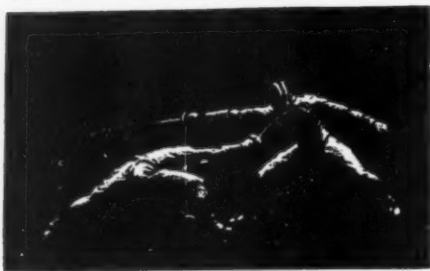
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NEW BOOKS

- **THE NEW ENCYCLOPEDIA OF SPORTS.**
By Frank G. Menke. Pp. 1007. New York:
A. S. Barnes & Co. \$5.

WHEN bigger and better encyclopedias of sports are written, Frank Menke, the master historian and statistician, will write them.

His latest encyclopedia is a truly prodigious work, surpassing by far all of his previous efforts. By weight, it is four pounds; by words, 800,000; and by pages, over 1,000! That's a lot of book.

The *New Encyclopedia* is almost double the size of its predecessor, the popular *Encyclopedia of Sports*, and embraces nearly 25 new chapters chockful of sports information exceedingly difficult to locate anywhere else.

The scope of the book is breathtaking. It contains the histories of more than 100 sports and includes lists of champions, basic rules, and outstanding records.

Everything you will want to know about any sport from Angling to Yachting is included herein. And just to show he is abreast of the times, Menke has also tossed in a chapter on the National Federation and another on interscholastic sports.

The information is clearly, tersely, and tastefully presented so that it may be located with a minimum of fussing around and page turning.

Anybody, anywhere, who has any connection with sports, will want this fat book for his reference shelf.

- **PHYSICAL EDUCATION DEMONSTRATION.** By Miriam Gray. Pp. 150. Illustrated—drawings and tables. New York: A. S. Barnes & Co. \$3.

HERE, we believe, is the first volume ever prepared specifically for the planning and producing of physical education demonstrations—combining ideas and practical hints for administrators and directors.

The author tells how to develop pupil creativity through participation in the planning and producing of the demonstrations, and includes four sample programs worked out in detail.

The four sample programs include: *Christmas Comes Again*, for elementary school grades; *American Panorama*, for junior or senior highs; *Keep 'Em Rolling*, a tumbling demonstration for college girls; and *Gym Meet*, for high school or college.

The author evaluates and utilizes material from many sources to give the reader a conception of the scope of the physical education demonstration in the school and in the community; and provides suggestions applicable to all educational levels.

Also included are bibliographies on demonstrations, pageants and festivals; on production; and of source materials.

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What makes a shooter Merry on Christmas (and all year)?
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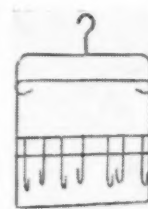
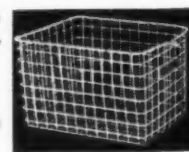
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National Federation News



AT the last meeting of the National Collegiate Football Committee, the group authorized an entire recodification of their rules to bring them up to date and into a better organized form.

The measure clearly indicated the advantages of cooperative action between the N.C.A.A. and the National Federation in producing a set of rules which might be used as the basic code for both college and high school.

Several conferences between representatives of the N.C.A.A. and of the National Federation were held, and produced enough agreement to warrant further exploration. Representatives of the two organizations are now being appointed to draw up a mutually satisfactory code of rules incorporating the best features of the two present codes.

The actual meeting of the joint codification committee is being delayed because several of the college representatives are busy with football. As soon as a date is set, the Federation Executive Committee will announce the appointment of its representatives.

The delegates will probably be broken up into three small groups—one to act on general policies, another to assist with the actual recodification, and a third to serve as a checking body on all material proposed by the codification committee.

Unless unforeseen difficulties arise, something of a tangible nature should be ready for presentation to the Federation Football Rules Committee at its meeting at Biloxi, Miss., January 10, and to the National Collegiate Football Committee at its meeting in Atlanta, Ga., January 12.

If a satisfactory common code is developed, each of the two groups will retain its entity, the National Federation Committee acting on matters which pertain to the high school game and the National Collegiate Committee acting on those which apply to the collegiate game. Overlapping representatives will encourage agreement on the fundamentals. Each group will publish its own edition of the rules and will be responsible for interpretations for its own group.

1948 baseball program: Details of the 1948 high school baseball program have been worked out in cooperation with the major and minor leagues. Many of the activities in operation for the past two years will be continued and expanded.

Some of the factors which will be



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involved are: assistance, where desired, in connection with baseball talent for coaching clinics and similar meetings; assistance in further expansion of the summer sports program for school teams; assistance in providing up-to-date baseball motion pictures for use in state-sponsored meetings, member school assemblies, and service club programs; further clarification and extension of the contract and solicitation agreement; assistance in the form of baseball publications adapted to the school athletic program.

During the last three years, there has been a remarkable revival of interest in high school baseball. A few typical facts are outlined here as illustrations. High school baseball had almost ceased to exist as a major sport in the years before the formation of the special baseball program. In contrast, the present program involves approximately 8000 high schools which engage in interscholastic schedules and several additional thousands which sponsor intramural activity.

The National Federation machinery involves approximately 15,000 baseball coaches, 25,000 umpires, 10,000 managers, 45 state athletic organizations, and 200,000 players. Twenty-seven states sponsor a baseball series leading to state championships, in addition to full conference and league schedules. Fifteen states have expanded their baseball activity to include summer and/or fall schedule as well as a spring schedule. These range from a full statewide series to scattered league activities encouraged by the state association.

In contrast with football and basketball, which are self-supporting, high school baseball is not a paying sport. This is due partly to unfavorable weather during the high school season, partly to lack of enclosed fields and crowd facilities, and partly to the traditional practice of expecting baseball games outside the professional leagues to be "free for nothing."

New Jersey: The initial issue of the state association bulletin came from the press recently in the form of an 8½ by 11 printed folder. The first issue was made up of four pages, crammed with items of interest to member high schools. Secretary Walter Short, who recently became the first full-time officer of the association, is to be congratulated on the attractive appearance of this new publication and on the nature of its contents. This is a service which is certain to be appreciated by member schools who will now be kept more closely in touch with all athletic groups acting in cooperation with the state office.

Among the items given prominence was a strong recommendation that all candidates for athletic teams be given a thorough physical examination before they are permitted to play. New Jersey is one of the states which has



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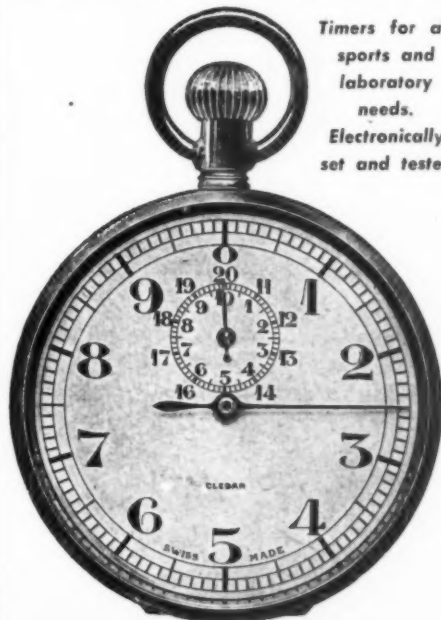
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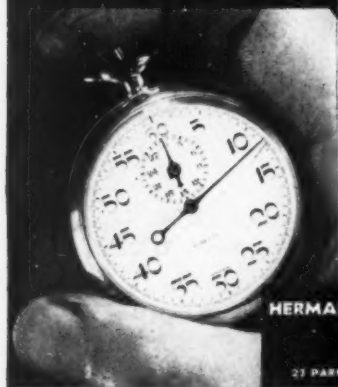
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not made this a definite part of its eligibility rules.

Another activity described in the bulletin is the determination of a state football champion based on a rating system to be administered by F. W. Drewes of Trenton High School. A nine-page booklet outlining the system is published by the state association.

Interstate game sanctions: Arkansas, Utah, Indiana, and California have rigid requirements concerning sanction of interstate games. In Indiana and Utah, no game which involves a round trip distance of more than 600 miles can be sanctioned. In California, such proposed games are not sanctioned unless they are part of a definite conference which includes several of the larger cities in neighboring states.

States such as Kansas, Iowa, Illinois, and Michigan have a policy which is opposed to the sanction of such distant games, even though there is no specific rule prohibiting them. Idaho sanctions a reasonable number of distant games provided they are in adjoining states.

States along the southwest border have recently had requests for contests with teams from Mexico. In some cases, such games have been sanctioned for nearby states, such as New Mexico, Texas and Oklahoma.

To date, there has been little exchange of competition across the Canadian border. However, the Canadian schools have recently become interested in a program similar to that in the states, and a desire for such contests may arise.

Opinions in connection with the value of such an interchange differs in different localities, but the great majority of school and athletic leaders believe it is not good policy to attempt to combine "the great advantages of distant travel" with the athletic program.

If such practice were followed, almost any long absence from school or expensive long trip would be allegedly justified because of the travel values. All these things must be considered in the light of the probable effect on great numbers of other students.

Basketball clinics: Several hundred meetings and clinics are being sponsored by the state associations. A high degree of uniformity in interpretations and efficiency in presentation are insured by the availability of publications and meeting folders issued by the National Federation (in strict accordance with the code) for use on a nationwide scale.

A representative of the Federation office was privileged to attend such clinics in Maryland, Ohio, Indiana, Illinois, Florida, Oklahoma, Kansas, Minnesota, Colorado, and Idaho, and was impressed with the fact that a number of representatives from neighboring states attended these meetings and assisted with the discussions.

H. V. PORTER

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- ☐ Catalog on Stop Watches

- ☐ Catalog on Floor Treat-
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☐ Catalog on Basketball Backstops, Scoreboards

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O. F. MOSSBERG (50)

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☐ Catalog

MUTUAL LIFE (18)

☐ Aptitude Test

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SCHOOL _____ ENROLLMENT _____

CITY _____ STATE _____

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December, 1947